BERRIEN RESA

BEHAVIOR INTERVENTION PLAN (BIP)
COMPLETION GUIDE

Template: [BIP](#)
(make a copy of the file before using)

The following information is a guide and reference for completing the Behavior Intervention Plan for students.

WHEN BIP IS COMPLETE OR UPDATED:

- ☐ **File in CA-60,**
- ☐ **Upload to Student Uploads in Illuminate**
- ☐ **Send a copy to Parent/Guardian**
- ☐ **Schedule & maintain regular reviews to monitor student progress and determine the need for adjustments based on data.**

STUDENT INFORMATION

Be sure to include the student's strengths.

Example: Student is a polite, respectful student who engages in instructional activities and follows directions in school. Student's teacher indicates that he uses positive and neutral language with adults and peers a majority of the time and independently asks for help on classroom assignments.

Example: Student enjoys helping others and engages in peer activities appropriately at recess. She is quick to make friends and is willing to welcome in new peers. Student works hard in art class and always greets others with a smile.

REINFORCEMENT

Be concise & specific! This should be a great quick overview for any staff working with the student.

Identify the student's general likes and preferences. This can include phrases, items, activities, etc.
Examples: - Statements such as "no way!" "you did how much work?!" - Fist bumps - Fidget tools - Goldfish - Coloring time

BEHAVIORS & INTERVENTIONS

Below are examples & ideas for each area. Only use what applies to the student and is utilized consistently. You may have interventions that are not listed in the examples below; that is okay. Be sure to include all interventions on the student's BIP.

PRIMARY BEHAVIOR(S) OF CONCERN

Consider behaviors preventing the student from accessing the general education setting & those within the IEP. Clearly define and describe behavior in observable terms. Include examples and non-examples when appropriate or needed.

Examples:

Disruptive Behaviors: Disruptive behaviors are defined as any occurrence of displacing desks, chairs, objects, or work materials from their original location without permission.

Hitting: Hitting is defined as any occurrence of making contact with any part of another person's body with an open or closed hand from a distance of six inches or more.

Additional Examples:
- Operationally Defining Behavior: Primary Behavior of Concern & Replacement Behaviors
- Operational Definitions of Commonly Occurring Behaviors

TRIGGERS FOR PRIMARY BEHAVIOR OF CONCERN

Identify specific events that occur right before the primary behavior of concern

Examples:
- Corrections
- Peers demonstrating problem behavior
- Being prompted more than 3 times; not given enough processing time
- Repetitive noises with in the environment (e.g., clicking pen, tapping pencil, ticking clock)
- Maintain consistent, predictable routines

HYPOTHESIS OF FUNCTION OF BEHAVIOR

Select the function(s) determined through the FBA process and provide a brief description including possible antecedents, behavior(s), and consequences.

Example description: When the student is told no to a desired item, the student engages in crying and hitting. As a result, staff allow the student to engage in desired item (possible function: **access to tangible**) and the crying and hitting behavior stops.

DESIRED BEHAVIOR(S)

What skills(s) does the student need to participate in the general education setting? Clearly define and describe behavior in observable terms. Include examples and non-examples when appropriate or needed.

Complete a Successive Approximation from the Replacement Behavior to the Desired Behavior form to help determine how the student will move from the current problem behavior to the desired behavior.

Examples:

Academic Engagement: Academic engagement is defined as engagement in any behavior for any period of time that matches the ongoing classroom instruction (e.g., class is writing, the target student is writing).

Appropriate Play: Appropriate play is defined as the use of leisure items or toys in the manner for which they were intended, where one response leads to or proceeds from another in the accomplishment of some project or activity.

Additional Examples
Operational Definitions of Commonly Occurring Behaviors
Operationally Defining Behavior: Target & Replacement Behaviors

Successive approximation worksheet

ANTECEDENT-BASED INTERVENTIONS

What can be done prior to behavior to prevent problem behavior and/or promote desired behavior?

Examples:
- State clear expectations for each activity
- Maintain consistent, predictable routines
- Review expectations prior to entering a challenging environment/situation.
- Provide frequent opportunities to respond.
- Social narratives/social stories
- Provide time and space for sensory activities
- Non-contingent reinforcement (attention or breaks on a fixed time schedule)
- Visual schedule
- Maximize opportunities for choices
- First/Then schedule
- Provide alternate modes of task completion
- Alternate between preferred and non-preferred activities/tasks
- Seat students away from distractions
- Utilize proximity control
- Break assignments into smaller sections
- Provide reminders prior to preferred activities ending
- Provide student with frequent movement breaks or classroom jobs
- Give opportunities to choose when to participate or volunteer
- For activities that are likely to cause anxiety or other strong emotions, speak with the student to prepare them ahead of time.
- Frequently recognize student's strengths and positive traits.
- Speak and interact with the student in a neutral & emotionally flat manner, using a calm tone.

- Listen to the student's concerns without interrupting and validate feelings.
- Avoid addressing the student in front of others
- Recognize effort rather than accuracy or grade.
- Exercise & Movement

TEACH REPLACEMENT BEHAVIOR(S)

What will be done to teach the desired behavior?

Examples:
- Teach the student strategies to cope with frustration such as…
- Prompt student to request a break when first signs of frustration or anxiety arise.
- Prompt student to use feelings words when complaining (ie., I feel…)
- Involve the student in the development of behavior contract
- Give the student a classroom job or responsibility
- Post & frequently review school rules and expectations.
- Guide the student to use a visual schedule or checklist.
- Provide a timer to use for activities
- Use a self-management system with the student
- The teacher will help the student begin a task, assignment, or problem.
- Teacher will facilitate opportunities for the student to interact and work with friendly peers.
- Functional communication training
- Behavior momentum
- Self-management/monitoring
- Behavior contingency mapping
- Cognitive Behavioral Instructional Strategies (CBIS)
- Direct Instruction
- Modeling
- Peer-based instruction & intervention
- Behavioral skills training
- Social skills training
- Task Analysis
- Time delay promoting
- Video modeling
- Visual supports
- Discrete trial teaching

MODIFY CONSEQUENCES (Reinforcement & Responding)

How should adults respond to behavior(s) of concern as well as desired behavior(s)?

Examples:
- Recognize and acknowledge expected behavior (at least 5:1 ratio)
- Avoid power struggles; provide the student with time and space.
- Differential Reinforcement
- Response interruption
- Token economy/token system

- Redirection
- Prompt expected behavior
- Verbal praise
- Redirection & warning
- Complete a think sheet
- Life Space Interview (from Therapeutic Crisis Intervention)
- Reinforcing tangibles (stickers, trinkets, fidgets, food)
- Reinforcing activities (extra recess time, break, free time, play time with a peer of choice)
- When the student cannot control anxiety & feelings, the student may be sent to an alternative room or setting to co-regulate with an adult
- Student will complete a self-reflection sheet after engaging in target behaviors

DATA COLLECTION & MONITORING

How & who will collect data? How and when will data be monitored?

Data	How often will progress monitoring data be collected?	Who will collect the progress monitoring data?	Who will graph and analyze progress monitoring data?
Data to be Collected Example data sources: ● Daily checklist ● Behavior rubric ● Behavior incident reports/ Powerschool behavior logs ● Task analysis ● Permanent product recording ● Self-monitoring ● Scatterplot ● Frequency ● Duration	How often you collect data will depend on the type of data you are collecting. Examples: ● Daily checklist –Daily ● Behavior rubric –hourly ● Behavior incident reports/Powerschool behavior logs –based on occurrence of behavior ● Task analysis –Daily, weekly, bi-weekly, etc. ● Permanent product recording –at completion of permanent product ● Self-monitoring –Daily, hourly, weekly, etc. ● Scatterplot	Identify the person/people responsible for each data source identified. *More than one person can collect the same data.	**Data Montioring** The student's team should meet regularly (e.g., every 2 to 4 weeks) to review the student's data to determine if the student is making progress on their behavior addressed in this behavior plan with the current interventions and strategies. If the data indicates the student's behavior is not improving, modifications should be made to the current interventions and strategies.

	–dependent on occurrence of behavior		
Examples:			
Self-monitoring	Daily during math class	Classroom teacher	Special education teacher
Daily Checklist	Daily	Paraprofessional	School Social Worker
Frequency	Daily; as behavior occurs	Classroom teacher & paraprofessional	Designated case manager

Progress Monitoring

The student's team should meet regularly (e.g., every 2 to 4 weeks) to review the student's data to determine if the student is making progress on their behavior addressed in this behavior plan with the current interventions and strategies. Use this space to record meetings, notes about student progress, and any modifications or updates to the BIP.

<u>Example</u>

Date	Team Members	Progress	Modifications
1/15/2023	Gen. Ed Teacher Special Ed Teacher Social Worker	Student continues to make progress; frequency of problem behavior has decreased from 5x per week to 2x per week. Desired behavior has increased from 0x per week to 3x per week.	No changes needed at this time.
1/30/2023	Gen. Ed Teacher Special Ed Teacher Social Worker	Student continues to make progress; frequency of problem behavior has decreased from 2x per week to 1x per week. Desired behavior has increased from 3x per week to 4x per week.	Beginning to remove some antecedent interventions and adding additional prompting for desired behavior.
2/15/2023	Gen. Ed Teacher Special Ed Teacher Social Worker	Student is not showing progress at this time. Frequency of problem behavior has increased from 1x per week to 7x per week. Desired behavior is not occurring.	Re-introduce previous antecedent interventions and monitor to see if re-introduction reduces problem behavior. Note: staff will check in with parent to see if there have been any recent changes (ie., medication, living situation, outside services, etc.)

Include date of next review, including who will be involved; the team should continue to meet every 2 to 4 weeks to review the student's data to determine if the student is making progress.