

The Basics on Developing an Individual Student Behavior Intervention Plan (BIP)

- Pick a behavior to change (i.e., tantrums, talking out of turn, etc.)
- Collect some data on how and when the behavior is occurring. (See included forms as possible tools to use).
 - Consider what happens immediately before the targeted behavior occurs (antecedents) and what happens immediately after (consequences – adult attention, avoidance of a task, etc.).
- Decide what you want to occur instead (i.e., ask for help when frustrated, take 5 deep breaths, go to a designated “cool down area,” raise hand before talking, talk during specified times, etc.).
 - It is best if this new behavior fulfills the same function as the misbehavior (i.e., teaching a more appropriate way to seek adult attention if that is the function or purpose of the misbehavior). It is ok to make an educated guess (hypothesize) about the function of the behavior based on what you currently know about the child.
- Conduct some individual skills training sessions in which you instruct the child in what you want them to do instead of engaging in the targeted behavior. These sessions need to be conducted when the child is calm and before (not during or after) the targeted behavior is exhibited. Be sure and explain to the child what they are currently doing that is undesirable and what you want them to do instead. Your school counselor should have experience in doing this and may have some useful ideas or curriculum that may be used as well.
- Set up a schedule to reinforce the child for the presence of the desirable behavior. To maximize effectiveness, the reinforcement should be available at least twice as frequent as the occurrence of the problem behavior. For example, if he engages in a tantrum every 30 minutes, then he should be scheduled for reinforcement every 15 minutes.
 - If reinforcement needs to occur very frequently throughout the day, then consider using a token economy or a variation of such to keep it from being too taxing for you to deliver consistently. (There are a variety of reinforcement menus available to give you ideas.)
- Be sure to continue to collect data so that we can tell if our plan is effective.

**Go to “File” and select “Make a copy” to be able to edit and use the forms below.*

***Additional ideas for behavior interventions can be found [here](#).*

Weekly Frequency Data Sheet

Student: _____ Week of: _____

Behavior(s) of Concern: _____

Day/Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8:00 AM					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 PM					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					

Weekly Frequency Data Sheet

Student: _____ Week of: _____

Replacement Behavior(s): _____

Day/Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8:00 AM					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 PM					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					

Behavior Support Plan Template

Student:		School:	
District:		Teacher:	
Date:		Grade:	
Behavior(s) of concern (use measurable, objective, observable terms): 1. 2.			

Prevention Strategies (What can we do to prevent the behavior(s) of concern?)	Replacement Behaviors (What do we want the student to do instead? How, when, where, how often, and who will we teach them these strategies?)	Reactive Strategies (What will we do when the student engages in the behavior(s) of concern while they are learning the replacement behaviors? Include a plan for reinforcement of the replacement behaviors.)

Additional supports: 1. 2.
