

BEHAVIOR INTERVENTION PLAN (BIP)

Student: _____ Grade: _____ School: _____ Date: _____

Participants: _____

This BIP will be utilized for: Programming purposes IEP requirements

<p>1 Setting Interventions</p> <p>Preventative measures that will be put in place in hopes that the adjustments will reduce the occurrence of the problem behavior. (Refer to the Antecedent column on page 1 of the FBA.) Mark “Yes” and fill in the statement if this is a preventative measure needed.</p> <p>Yes Not Needed</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to WHEN the problem behavior is likely to occur by: _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to WHERE the problem behavior is likely to occur by: _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to SUBJECT/ACTIVITY during which the problem behavior is likely to occur by: _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to the PEOPLE present when the problem behavior is likely to occur by: _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Clarifying and/or reteaching expectations/routines. How? _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Modifying task/assignment/curriculum. How? _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Increasing supervision. How? _____</p> <p>_____</p> <p><input type="checkbox"/> <input type="checkbox"/> Utilizing specialized equipment. How? _____</p> <p>_____</p>	<p>2 Instructional Interventions</p> <p>Skills the student will need to be taught in order to successfully demonstrate the REPLACEMENT BEHAVIOR (Refer to the Replacement Behavior column on page 2 of the FBA.)</p> <p><input type="checkbox"/> Social skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Communication skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Study skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Academic skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p> <p>How will the skills be taught?</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Individual instruction</td> <td><input type="checkbox"/> Group instruction</td> </tr> <tr> <td><input type="checkbox"/> Demonstration/modeling</td> <td><input type="checkbox"/> Role play</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Independent practice</td> </tr> </table> <p>Who will provide the instruction? _____</p> <p>When will the instruction take place? _____</p> <p>Where will the instruction take place? _____</p> <p>How often will instruction take place? _____</p> <p>How will opportunities for practice/rehearsal be provided? _____</p> <p>_____</p> <p>How will the student be prompted to utilize his/her newly acquired skills? _____</p> <p>_____</p>	<input type="checkbox"/> Individual instruction	<input type="checkbox"/> Group instruction	<input type="checkbox"/> Demonstration/modeling	<input type="checkbox"/> Role play	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Independent practice
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<input type="checkbox"/> Demonstration/modeling	<input type="checkbox"/> Role play						
<input type="checkbox"/> Guided practice	<input type="checkbox"/> Independent practice						

Student: _____

BEHAVIORAL INTERVENTION PLAN (BIP)

3 REINFORCEMENT PROCEDURES

What will be done to *increase* the occurrence of the replacement behavior?

IDENTIFY POTENTIAL REINFORCERS:

What preferred items, activities or people might be used as incentives in an intervention for this student?

ESTABLISH SPECIFIC BEHAVIOR CRITERIA:

What exactly must the student do to earn the above reinforcers? _____

DETERMINE SCHEDULE OF REINFORCEMENT:

How frequently can the student earn the above reinforcers?

IDENTIFY REINFORCEMENT DELIVERY SYSTEM:

What intervention components will be used to monitor the student's behavior and deliver reinforcement?

- Self-monitoring system Point system
- Behavioral contract Token economy
- Group contingency Beep tape
- Home note system Chart moves
- Lottery/raffle tickets Tracking system
- _____
- _____
- _____

4 CORRECTION PROCEDURES

What can be done to *decrease* the occurrence of the problem behavior?

All occurrences of the problem behavior will be ignored, while attending to the appropriate behavior of other students.

When the problem behavior occurs, the student will be verbally asked to stop and then redirected by...

- Utilizing Precision Commands
- Completing a Teaching Interaction
- Saying the following... " _____

_____, _____, _____

Other _____

Minimal consequences/penalties will be used...

Loss of incentive/privilege. Describe: _____

Loss of _____ minutes of _____

Positive practice. Describe: _____

Phone call to parent(s)

Time away from the opportunity for reinforcement will be used. Describe: _____

A level system including a hierarchy of consequences for appropriate behavior will be used. (Attach a description of the level system.)

A contract will be written which specifies reinforcers for positive behavior and consequences for occurrences of the problem behavior. (Attach the signed contract)

Other: _____

5 Implementation Details

What system will be used to track the delivery of reinforcers, correction, procedures, and consequences?

Include any other details/explanations not previously described to insure that anyone could read this plan and implement the program.

