



ESE/Student Services
Behavior Intervention Plan (BIP)

Student Name	Date of Birth	Date the Plan is Written by IEP/EPT Team
Student Number	School	Start Date

Data Based On: Current FBA & Evaluation Data Current data from recent BIP measurement plan

Target Behavior Definition (*Use specific, observable, measurable terms, including antecedents, and state how often the behavior is occurring, based on data gathered from the current FBA or a more recent BIP*):

What is the current function (reinforcer) for the behavior? _____

Replacement Behavior Definition: (*Use specific, observable, measurable terms, including antecedents*)

Is this a skill that the student is currently able to perform? Yes No
If no, be sure to complete strategies for Instruction, page 3.

What is a strong reinforcer for the replacement behavior? _____

PREVENTION & REDUCTION OF THE TARGET BEHAVIORS

Environmental Accommodations (*Describe changes to the physical environment for the purpose of managing, diminishing or eliminating the target behavior.*)

Location: _____

Frequency: _____

Person(s) Responsible: _____

Reduction Procedures (*List strategies to decrease the occurrence of the target behavior, including removing the reinforcing consequence that is maintaining the target behavior – examples: proximity control, minimize attention to target behavior.*)

Location: _____

Frequency: _____

Person(s) Responsible: _____

PROMOTION OF REPLACEMENT BEHAVIORS

Instruction (*List teaching strategies to achieve the desired replacement behavior*)

Location: _____

Frequency: _____

Person(s) Responsible: _____

Reinforcement Procedures (*List strategies to recognize replacement behavior- examples: verbal praise, high fives, token boards,)*

Location: _____

Frequency: _____

Person(s) Responsible: _____

GENERALIZATION AND MAINTENANCE STRATEGIES:

Describe how interventions will be implemented to generalize across time, people, and setting:

Describe the maintenance strategies (including the process for fading supports and reinforcement):

MEASUREMENT PLAN:

How will progress be measured on the reduction of the target behavior?

Who will be measuring the progress? _____

How frequently will it be measured? _____

How will the results be recorded (frequency, duration, partial interval, etc)? _____

** See examples in the Google forms folder.*

How will progress be measured on the acquisition of the replacement behavior?

Who will be measuring the progress? _____

How frequently will it be measured? _____

How will the results be recorded (frequency, duration, partial interval, etc)? _____

** See examples in the Google forms folder.*

CRISIS MANAGEMENT:

Are crisis management procedures needed to ensure safety and de-escalation of the student’s behavior in emergency situations? Yes No If yes, describe the strategies:

LONG-RANGE GOALS OF THE INTERVENTION:

What are the measurable social and educational goals for the student? (e.g., improved social skills, increased time spent engaged in academic tasks in the classroom, etc.)

For students receiving ESE supports/services, are the above goals reflected in the IEP? Yes No

If no, the IEP team should review or revise the IEP goals and objectives. When the IEP contains a goal tied to the FBA/BIP, then the relevant evaluation plan should correspond with FBA/BIP data collection methods.

For all other students, are the above goals reflected in the MTSS Summary? Yes No

If no, the MTSS team should review or revise the expected outcomes.

TRAINING FOR STAFF IMPLEMENTING THE PLAN:

How will training be provided?

1:1 Trainer/Staff Trainer to Small Group Coaching and modeling from experienced & trained staff

Other:

DATE BIP COMPLETED: _____ **PROJECTED REVIEW DATE:** _____

Printed Name	Signature	Title	Date

ATTACH THIS DOCUMENT IN PEER