



Behavior Intervention Plan

For behavior interfering with the student's learning or the learning of his/her peers.
Complete a Behavior Intervention Plan for each target behavior identified.

Student:

Date:

IDENTIFICATION

1. The behavior impeding learning is:
(description of what the behavior looks like)
2. It impedes learning because:
3. The need for a Behavior Support Plan is: Early Intervention Moderate Serious Extreme
4. Frequency or intensity or duration of behavior reported by _____ and/or observed by _____.

PREVENTION: PART 1 - ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5. What are the predictors for the behavior?
(Situations in which the behavior is likely to occur: people, time, place, subject, etc)
6. What supports the student using the problem behavior?
(What is missing in the environment/curriculum or what is the environment/curriculum that needs changing?)

Remove student's need to use the behavior

7. What environmental changes, structures, and supports are needed to remove the student's need to use the behavior?
(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)

Who will established?

Who will monitor?

Frequency?

ALTERNATIVES: PART 2 - FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

8. Team believes the behaviors occur because:
(Function of behavior in terms of getting, protest, or avoiding something)
- ### Accept a replacement behavior that meets same need
9. What team believes the student should do **INSTEAD** of the problem behavior?
(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)
 10. What teaching strategies/necessary curriculum materials are needed?
(List successive teaching steps for student to learn replacement behavior(s) and/or curriculum materials needed)
 11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom: _____ Frequency?

EFFECTIVE REACTION: PART 3 - REACTIVE STRATEGIES

12. What strategies will be employed if the problem behavior occurs again?

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
Optional
4. Any necessary further classroom or school consequences
Personnel?

OUTCOME: PART 4 – BEHAVIORAL GOALS

Use the following charts as a guide and transfer the information to a Marin SELPA Annual Goal form

13. Behavioral Goal(s)

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By When	Who	Will do X behavior	For the purpose of Y	Instead of Z behavior	For the purpose of Y	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By When	Who	Will do what, or will not do what	At what level of proficiency	Under what conditional conditions	As measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By When	Who	Will do what, or will not do what	At what level of proficiency	Under what conditional conditions	As measured by whom and

The above behavioral goal(s) are to: increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: Yes No
- Are environmental supports/changes necessary? Yes No
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? Yes No
- Are both teaching of new replacement behavior AND reinforcement needed? Yes No
- This BSP to be coordinated with other agency's service plans? Yes No
- Person responsible for contact between agencies

COMMUNICATION: PART 5 – COMMUNICATION PROVISIONS

Manner and content of communication

1. Who?	2. Under what conditions? <i>(contingent/continuous)</i>	3. Delivery method?	4. Expected Frequency?	5. Content?	6. How will this be a two-way communication?

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PARTICIPATION: PART 6 – PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other