|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BEHAVIOR INTERVENTION PLAN**  ***Hover*** *mouse over “****TIPS****” for helpful information, &* ***Click*** *“****TIPS****” to visit website resources.* | | | | | | |
| **Student Name** |  | | | **School** | |  |
| **Date of Birth** |  | | | **Grade** | |  |
| **SSID** |  | | | **Date of FBA** | |  |
| **Team Members** |  | | | [**Date of BIP**](https://drive.google.com/file/d/1QtlFYGL_54eUBVk7WybdjcToZr4p8vot/view)**:** | |  |
| **1. OPERATIONAL DEFINITION OF PROBLEM BEHAVIOR &**  **[HYPOTHESIS STATEMENT (TIPS)]( https://www.kybehavior.com/fba-bip-9" \o "• Provide measurable, observable, objective definition of the problem behavior IEP TIP! For a student with an IEP, the ARC should: • Include hypothesized Function of Problem Behavior in Present Levels of Performance  • Define the Problem Behavior in the Present Level of Performance   • Check ‘Yes’ for the considerations of  Special Factors for Behavior.  See TATE #11 ______________________________________)** | | | | | | |
| **Operational Definition of the Problem Behavior:** | |  | | | | |
| **Hypothesis Statement From the FBA:**  **During or When:**  (Setting Event) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /(**A**ntecedent)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **The Student:**  (Problem Behavior)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **To:**  (Access/Gain and/orEscape/Avoid) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Maintaining Consequence | | | | | | |
| **2.**    **[ANTECEDENT/SETTING EVENT STRATEGIES (TIPS)]( https://www.kybehavior.com/fba-bip-10" \o "• Antecedent strategies directly modify/adapt the antecedent so that the problem behavior is no longer relevant. • Antecedent strategies should be clearly preventative and used prior to the problem behavior being displayed AND • Include enough detail for a stranger to implement.  Include who is doing the intervention, when, related to the antecedent, the strategy is implemented and how-including verbal and motor behaviors of adults.IEP TIP!For a student with an IEP, the ARC should:      • Include setting events and antecedent(s) for the Problem Behavior in the Present Levels of Performance AND,      • Consider whether staff training is needed to implement setting events and antecedent strategies and address this in the IEP (Program Modifications and Supports for School Personnel) AND,      • Consider whether student instruction is needed to use the setting event and antecedent strategies and address this in IEP (Specially Designed Instruction),AND      • Consider whether the student needs strategies and other support(s) provided in the general education environment or other educational settings to gain access to the general curriculum and address in IEP (Supplementary Aids and Services).See TATE #12___________________________________________)** | | | | | | |
| **Setting Event(s)**  (If identified in Hypothesis Statement) | | | **Strategies to Modify Setting Event(s)**  (If any setting events are identified) | | | |
|  | | |  | | | |
| **Antecedent(s)**  (From Hypothesis Statement) | | | **Strategies to Modify Antecedent(s)** | | | |
|  | | |  | | | |
| **3.**  **[INSTRUCTIONAL PLAN FOR REPLACEMENT BEHAVIOR(S) (TIPS)]( https://www.kybehavior.com/fba-bip-11" \o "• The Desired Behavior is the ideal behavior you would like the student to engage in instead of problem behavior       - Promoting desired behavior often requires skill acquisition of prerequisite skills (e.g., coping skills, academic skills). • Replacement behavior is a temporary, socially acceptable, alternate behavior that serves the same function as the problem behavior or is incompatible with the problem behavior.• Instructional plan should be detailed enough for a stranger to implement.  The details should include the exact skill that will be taught, who will teach the skill, at what point related to the antecedent will the skill be prompted or practiced, and how the skill will be taught (instructional plan).IEP TIP!For a student with an IEP, the ARC should:      • Consider whether staff training is needed to implement replacement behavior instructional plan and address this in the IEP (Program Modifications and Supports for School Personnel) AND      • Consider a goal to increase use of the replacement behavior and include student instruction on use of the replacement behavior (Specially Designed Instruction).See TATE #13___________________________________________)** | | | | | | |
| **Description of Replacement Behavior and its Function** | | **Instructional Plan for Replacement Behavior** | | | | |
|  | |  | | | | |
| **Description of Desired Behavior (*if different from replacement behavior*)** | | **Instructional Plan for Desired Behavior (*if different from replacement behavior*)** | | | | |
|  | |  | | | | |
| **4.**  **[REINFORCEMENT STRATEGIES FOR REPLACEMENT AND DESIRED BEHAVIOR (TIPS)]( https://www.kybehavior.com/fba-bip-12" \o "• Strategies to reinforce use of replacement behavior(s) should result in the same outcome/function as the problem behavior AND • Describe reinforcement strategies in enough detail so that a stranger would be able to implement the intervention with the student and/or multiple people would implement the strategy in the same way. The detail should include, at a minimum, when the intervention is delivered and how the intervention is delivered.• Describe any additional reinforcement strategies to increase desirable behaviors (e.g., differential reinforcement)IEP TIP!For a student with an IEP, the ARC should:      • Consider whether staff training is needed to implement reinforcement strategies and address this in the IEP (Program Modifications and Supports for School Personnel)AND      • Address reinforcement strategies in IEP (Supplementary Aids and Services).See TATE #14___________________________________________)** | | | | | | |
| **Reinforcement Strategies for Replacement and Desired Behavior** | | | | | | |
|  | | | | | | |
| **5.**  **[REACTIVE STRATEGIES FOR RESPONDING TO THE PROBLEM BEHAVIOR (TIPS)]( https://www.kybehavior.com/fba-bip-13" \o "• Include planned strategies to use when the student engages in the problem behavior, AND • Eliminate or minimize the maintaining consequences (i.e., function), AND • Change the way others respond to problem behavior.      IEP TIP! For a student with an IEP, the ARC should:      • Consider whether staff training is needed to implement reactive strategies and address this in the IEP (Program Modifications and Supports for School Personnel)AND      • Address reactive strategies in IEP (Supplementary Aids and Services).See TATE #15___________________________________________)** | | | | | | |
|  | | | | | | |
| **6.**  **[CRISIS/SAFETY PLAN (TIPS)]( https://www.kybehavior.com/fba-bip-14" \o "A crisis/safety plan may be needed if the student’s behavior endangers themselves or others.  If a crisis/safety plan is needed, include information about the following:      • Any triggers or trauma reminders that staff may need to be aware of, (note that antecedent events for problem behavior are triggers)      • What the student does during each applicable phase (describe in enough detail for a stranger),            - Describe any warning signs or precursor behaviors during the stimulation/agitation phase of escalation       • What staff should do at each phase (describe in enough detail for a stranger),      • A plan for how you will communicate this information to staff and any other stakeholders,      • Any other necessary steps and/or strategies.      • Ensure coping skill acquisition is included in the student’s instructional plan above.        • Consider whether or not other types of assessment and/or services may be needed.IEP TIP!For a student with an IEP, the ARC should:      • Consider whether staff training is needed to implement crisis plan and address this in the IEP (Program Modifications and Supports for School Personnel)      • Address crisis plan strategies in IEP (Supplementary Aids and Services)See TATE #16___________________________________________)** | | | | | | |
| Has the student’s behavior historically endangered themselves or others?  No. Current, available data do not suggest the student’s behavior endangers themselves or others, so a crisis/safety plan is not warranted at this time.  Yes. **If yes, the team completes the remainder of this section OR attach a separate crisis/safety plan.** | | | | | | |
| **List and/or describe any known triggers (or trauma reminders) and/or precursor behaviors for staff to be aware of:** | | | | | | |
| **Phases/Stages of Escalation** | | | **What Student Does** | | **Staff Response** | |
| Calm | | |  | |  | |
| Trigger | | |  | |  | |
| Agitation | | |  | |  | |
| Acceleration | | |  | |  | |
| Peak | | |  | |  | |
| De-escalation | | |  | |  | |
| Recovery | | |  | |  | |
| **Communication Plan:** | | | | | | |
| **Other Steps and Strategies** (*if needed*)**:** | | | | | | |
| Additional considerations for crisis/safety planning (*Note: These assessments should be completed by qualified personnel*):   |  |  |  |  | | --- | --- | --- | --- | | **Threat Assessment** | Already Conducted (Date: \_\_\_\_\_\_\_) | Referred by Team (Date: \_\_\_\_\_\_\_) | Not Needed at This Time | | **Suicide Risk Assessment** | Already Conducted (Date: \_\_\_\_\_\_\_) | Referred by Team (Date: \_\_\_\_\_\_\_) | Not Needed at This Time | | **Trauma and/or Mental Health Screening** | Already Conducted (Date: \_\_\_\_\_\_\_) | Referred by Team (Date: \_\_\_\_\_\_\_) | Not Needed at This Time | | **Other Assessment – Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Already Conducted (Date: \_\_\_\_\_\_\_) | Referred by Team (Date: \_\_\_\_\_\_\_) | Not Needed at This Time | | | | | | | |
| **7.**  **[MONITORING & EVALUATION OF THE BIP (TIPS)]( https://www.kybehavior.com/fba-bip-15" \o "• Include a detailed and specific plan describing who, how often, the format, and the review date for collecting outcome data on both the problem and replacement behavior following implementation of the BIP is included and is linked to the target problem behavior on the intervention plan.IEP TIP!For a student with an IEP, the ARC should:      • Include goals that address problem and/or replacement behavior in the IEP      • Develop a plan for progress monitoring behavior goals in the IEPSee TATE #17___________________________________________)** | | | | | | |
| **Behavioral Goal for Problem Behavior**  (specific, observable, measurable) | | | **Procedures for Data Collection**  (data sources/types, methods of collection) | | **Person(s) Responsible & Timeline** | |
|  | | |  | |  | |
| **Behavioral Goal for Replacement Behavior**  (specific, observable, measurable) | | | **Procedures for Data Collection**  (data sources/types, methods of collection) | | **Person(s) Responsible & Timeline** | |
|  | | |  | |  | |
| **8.** [**FIDELITY OF BIP IMPLEMENTATION (TIPS)**](%20https://www.kybehavior.com/fba-bip-16) | | | | | | |
|  | | | | | | |
| **BIP SUMMARY:**   * **Optional**: This [**ONE PAGE SUMMARY OF THE BIP**](https://docs.google.com/document/d/1WLRYJ2OAt2g7A-_pioQq0WqwOHWjb9Rkeib3JVB9LN4/edit) (or a form of your preference) can be used to help communicate the basics of the BIP to the implementation team. | | | | | | |