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| **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%22%20%5Co%20%22%E2%80%A2%20Provide%20measurable%2C%20observable%2C%20objective%20definition%20of%20the%20problem%20behavior%20IEP%20TIP%21%20For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%E2%80%A2%20Include%20hypothesized%20Function%20of%20Problem%20Behavior%20in%20Present%20Levels%20of%20Performance%20%20%E2%80%A2%20Define%20the%20Problem%20Behavior%20in%20the%20Present%20Level%20of%20Performance%20%20%E2%80%A2%20Check%20%E2%80%98Yes%E2%80%99%20for%20the%20considerations%20of%20%20Special%20Factors%20for%20Behavior.%20%20See%20TATE%20#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%22%20%5Co%20%22%E2%80%A2%20Antecedent%20strategies%20directly%20modify/adapt%20the%20antecedent%20so%20that%20the%20problem%20behavior%20is%20no%20longer%20relevant.%20%E2%80%A2%20Antecedent%20strategies%20should%20be%20clearly%20preventative%20and%20used%20prior%20to%20the%20problem%20behavior%20being%20displayed%20AND%20%E2%80%A2%20Include%20enough%20detail%20for%20a%20stranger%20to%20implement.%20%20Include%20who%20is%20doing%20the%20intervention%2C%20when%2C%20related%20to%20the%20antecedent%2C%20the%20strategy%20is%20implemented%20and%20how-including%20verbal%20and%20motor%20behaviors%20of%20adults.IEP%20TIP%21For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%20%20%20%20%20%E2%80%A2%20Include%20setting%20events%20and%20antecedent%28s%29%20for%20the%20Problem%20Behavior%20in%20the%20Present%20Levels%20of%20Performance%20AND%2C%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20staff%20training%20is%20needed%20to%20implement%20setting%20events%20and%20antecedent%20strategies%20and%20address%20this%20in%20the%20IEP%20%28Program%20Modifications%20and%20Supports%20for%20School%20Personnel%29%20AND%2C%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20student%20instruction%20is%20needed%20to%20use%20the%20setting%20event%20and%20antecedent%20strategies%20and%20address%20this%20in%20IEP%20%28Specially%20Designed%20Instruction%29%2CAND%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20the%20student%20needs%20strategies%20and%20other%20support%28s%29%20provided%20in%20the%20general%20education%20environment%20or%20other%20educational%20settings%20to%20gain%20access%20to%20the%20general%20curriculum%20and%20address%20in%20IEP%20%28Supplementary%20Aids%20and%20Services%29.See%20TATE%20#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%22%20%5Co%20%22%E2%80%A2%20The%20Desired%20Behavior%20is%20the%20ideal%20behavior%20you%20would%20like%20the%20student%20to%20engage%20in%20instead%20of%20problem%20behavior%20%20%20%20%20%20%20-%20Promoting%20desired%20behavior%20often%20requires%20skill%20acquisition%20of%20prerequisite%20skills%20%28e.g.%2C%20coping%20skills%2C%20academic%20skills%29.%20%E2%80%A2%20Replacement%20behavior%20is%20a%20temporary%2C%20socially%20acceptable%2C%20alternate%20behavior%20that%20serves%20the%20same%20function%20as%20the%20problem%20behavior%20or%20is%20incompatible%20with%20the%20problem%20behavior.%E2%80%A2%20Instructional%20plan%20should%20be%20detailed%20enough%20for%20a%20stranger%20to%20implement.%20%20The%20details%20should%20include%20the%20exact%20skill%20that%20will%20be%20taught%2C%20who%20will%20teach%20the%20skill%2C%20at%20what%20point%20related%20to%20the%20antecedent%20will%20the%20skill%20be%20prompted%20or%20practiced%2C%20and%20how%20the%20skill%20will%20be%20taught%20%28instructional%20plan%29.IEP%20TIP%21For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20staff%20training%20is%20needed%20to%20implement%20replacement%20behavior%20instructional%20plan%20and%20address%20this%20in%20the%20IEP%20%28Program%20Modifications%20and%20Supports%20for%20School%20Personnel%29%20AND%20%20%20%20%20%20%E2%80%A2%20Consider%20a%20goal%20to%20increase%20use%20of%20the%20replacement%20behavior%20and%20include%20student%20instruction%20on%20use%20of%20the%20replacement%20behavior%20%28Specially%20Designed%20Instruction%29.See%20TATE%20#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%22%20%5Co%20%22%E2%80%A2%20Strategies%20to%20reinforce%20use%20of%20replacement%20behavior%28s%29%20should%20result%20in%20the%20same%20outcome/function%20as%20the%20problem%20behavior%20AND%20%E2%80%A2%20Describe%20reinforcement%20strategies%20in%20enough%20detail%20so%20that%20a%20stranger%20would%20be%20able%20to%20implement%20the%20intervention%20with%20the%20student%20and/or%20multiple%20people%20would%20implement%20the%20strategy%20in%20the%20same%20way.%20The%20detail%20should%20include%2C%20at%20a%20minimum%2C%20when%20the%20intervention%20is%20delivered%20and%20how%20the%20intervention%20is%20delivered.%E2%80%A2%20Describe%20any%20additional%20reinforcement%20strategies%20to%20increase%20desirable%20behaviors%20%28e.g.%2C%20differential%20reinforcement%29IEP%20TIP%21For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20staff%20training%20is%20needed%20to%20implement%20reinforcement%20strategies%20and%20address%20this%20in%20the%20IEP%20%28Program%20Modifications%20and%20Supports%20for%20School%20Personnel%29AND%20%20%20%20%20%20%E2%80%A2%20Address%20reinforcement%20strategies%20in%20IEP%20%28Supplementary%20Aids%20and%20Services%29.See%20TATE%20#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%22%20%5Co%20%22%E2%80%A2%20Include%20planned%20strategies%20to%20use%20when%20the%20student%20engages%20in%20the%20problem%20behavior%2C%20AND%20%E2%80%A2%20Eliminate%20or%20minimize%20the%20maintaining%20consequences%20%28i.e.%2C%20function%29%2C%20AND%20%E2%80%A2%20Change%20the%20way%20others%20respond%20to%20problem%20behavior.%20%20%20%20%20%20IEP%20TIP%21%20For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20staff%20training%20is%20needed%20to%20implement%20reactive%20strategies%20and%20address%20this%20in%20the%20IEP%20%28Program%20Modifications%20and%20Supports%20for%20School%20Personnel%29AND%20%20%20%20%20%20%E2%80%A2%20Address%20reactive%20strategies%20in%20IEP%20%28Supplementary%20Aids%20and%20Services%29.See%20TATE%20#15___________________________________________)** |
|  |
| **6.** **[CRISIS/SAFETY PLAN (TIPS)](https://www.kybehavior.com/fba-bip-14%22%20%5Co%20%22A%20crisis/safety%20plan%20may%20be%20needed%20if%20the%20student%E2%80%99s%20behavior%20endangers%20themselves%20or%20others.%20%20If%20a%20crisis/safety%20plan%20is%20needed%2C%20include%20information%20about%20the%20following%3A%20%20%20%20%20%20%E2%80%A2%20Any%20triggers%20or%20trauma%20reminders%20that%20staff%20may%20need%20to%20be%20aware%20of%2C%20%28note%20that%20antecedent%20events%20for%20problem%20behavior%20are%20triggers%29%20%20%20%20%20%20%E2%80%A2%20What%20the%20student%20does%20during%20each%20applicable%20phase%20%28describe%20in%20enough%20detail%20for%20a%20stranger%29%2C%20%20%20%20%20%20%20%20%20%20%20%20-%20Describe%20any%20warning%20signs%20or%20precursor%20behaviors%20during%20the%20stimulation/agitation%20phase%20of%20escalation%20%20%20%20%20%20%20%E2%80%A2%20What%20staff%20should%20do%20at%20each%20phase%20%28describe%20in%20enough%20detail%20for%20a%20stranger%29%2C%20%20%20%20%20%20%E2%80%A2%20A%20plan%20for%20how%20you%20will%20communicate%20this%20information%20to%20staff%20and%20any%20other%20stakeholders%2C%20%20%20%20%20%20%E2%80%A2%20Any%20other%20necessary%20steps%20and/or%20strategies.%20%20%20%20%20%20%E2%80%A2%20Ensure%20coping%20skill%20acquisition%20is%20included%20in%20the%20student%E2%80%99s%20instructional%20plan%20above.%20%20%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20or%20not%20other%20types%20of%20assessment%20and/or%20services%20may%20be%20needed.IEP%20TIP%21For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%20%20%20%20%20%E2%80%A2%20Consider%20whether%20staff%20training%20is%20needed%20to%20implement%20crisis%20plan%20and%20address%20this%20in%20the%20IEP%20%28Program%20Modifications%20and%20Supports%20for%20School%20Personnel%29%20%20%20%20%20%20%E2%80%A2%20Address%20crisis%20plan%20strategies%20in%20IEP%20%28Supplementary%20Aids%20and%20Services%29See%20TATE%20#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 |

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| **7.** **[MONITORING & EVALUATION OF THE BIP (TIPS)](https://www.kybehavior.com/fba-bip-15%22%20%5Co%20%22%E2%80%A2%20Include%20a%20detailed%20and%20specific%20plan%20describing%20who%2C%20how%20often%2C%20the%20format%2C%20and%20the%20review%20date%20for%20collecting%20outcome%20data%20on%20both%20the%20problem%20and%20replacement%20behavior%20following%20implementation%20of%20the%20BIP%20is%20included%20and%20is%20linked%20to%20the%20target%20problem%20behavior%20on%20the%20intervention%20plan.IEP%20TIP%21For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%20%20%20%20%20%E2%80%A2%20Include%20goals%20that%20address%20problem%20and/or%20replacement%20behavior%20in%20the%20IEP%20%20%20%20%20%20%E2%80%A2%20Develop%20a%20plan%20for%20progress%20monitoring%20behavior%20goals%20in%20the%20IEPSee%20TATE%20#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%3A//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.
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