

Wyalusing Areas School District BEHAVIOR INTERVENTION PLAN



For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only

This BIP attaches to: IEP date: _____ 504 plan date: _____ Team meeting date:

School Safety plan/Threat Assessment form: date: _____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan early stage intervention moderate serious extreme

4. Frequency or intensity or duration of behavior

reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED 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 in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative 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/curriculum/materials are needed to teach the alternative behavior?

By whom?

How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

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

By whom?

Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: Reduce frequency of problem behavior Increase use of replacement behavior

Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described: **Yes** **No**

Are environmental supports/changes necessary? **Yes** **No**

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? **Yes** **No**

Are both teaching of new alternative 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 V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between?

Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

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