Behavior Intervention Plan

Name: Kyle	Date:	Date of Birth:	
School:	Grade:	Projected review date:	
Reason for FBA: ☐ Initial ☐ Revision ☐ Discipline ☐ Initial eligibility ☐ ED ☐ ASD ☐ OHI			

Team Members (include name and position)	
Parent	Student
Teacher of Record	Administrator
General Education Teacher	School Counselor
Instructional Strategist	

1. **Hypothesis (from FBA):**

Kyle aggressively seeks attention, by arguing with and challenging school authority figures, intimidating and bulling both adults and peers with his words and actions. Incidents occur in class and during less structured times of the day. Kyle's victims are younger students. Kyle appears to gain control of situations with his aggressive actions.

2. **Prevention (action taken before behavior occurs).:**

Identify antecedent manipulations (e.g. changes to environment, instruction, adult and peer interactions) necessary to make the replacement behaviors more likely to occur and to contribute to the student's long term success.

Kyle will be in a highly structured, supervised environment with fewer peers. Instruction chunked in smaller segments, with activities "frontloaded" for maximum opportunity for success; including a daily check in to set the tone for the day. Provide a de-briefing period at the end of the day to transition out of the school day. Kyle will have an adult mentor that checks in across his day. Kyle will be an integral part of the selection of his adult mentor. Common ground rules for behavior expectations in that setting with all adults; common cues and vocabulary; direct supervision across the school setting (escorts);

3. **Replacement Behavior(s) (include as goal/objectives on IEP)**

Learning the natural progression (the give and take) of a conversation; Listening to others point of view;

4. **Teaching (to address skill and/or performance deficits)**

List the instructional strategies / materials that will be used to teach the replacement behavior(s). Specify successive teaching steps needed for student to learn the replacement behavior(s).

Pro-social skills training in conversation; asking questions, getting clarification;
Learning to communicate; having a two-way conversation with adults
Learning appropriate relationship skills with age mates;
Learn to self-regulate; slow himself down, attend to people and situations; self-awareness
Develop responsibility skills in an area of interest
Ways to accept "no"

5. **Positive reinforcements for replacement behaviors.**

Identify steps to follow when replacement behavior(s) occur.

Complete a student interest inventory or interview
Provide for high energy activities within clear boundaries

Embed choice in activities and opportunities;

6. **Problem behavior reducing strategies.**
Identify steps to follow if problematic behavior(s) occur. Calm responses and actions from staff, Use of de-escalation strategies; Use of broken record Planned ignoring; Maintaining pre-established rules and consequences;

7. **Crisis management plan.**
Is the student likely to require crisis interventions due to concerns for the safety of self/others? ☐ no ☒ if yes, attach a crisis plan to the BIP ***__**remove the audience, avoid physical contact only as last resort**

8. **Behavior Goal (to be included on the IEP).**
(e.g. Based on data collected, student will increase replacement behavior over a 9 week period): compliance, accepting directions or re-direction, During class activities, Kyle will accept direction from a teacher without arguing or verbally challenging their authority in 50% of his class periods.

9. **Progress Monitoring/Data Collection**					
Identify data collection method(s) to be used (how, when, where, frequency and by whom behavior change will be measured and recorded:					
Type	Location	Daily	Weekly	Quarterly	Staff responsible
☐ communication log		☐	☐	☐	
☒ tally sheets	In classes	☒	☐	☐	TOR and teachers
☐ student mgmt.sys		☐	☐	☐	
☐ checklist		☐	☐	☐	
☐ other		☐	☐	☐	
☐ other		☐	☐	☐	

10. **Follow Up**
The BIP will be reviewed monthly (at minimum) and mutually agreed upon during the case conference committee meeting.
Person(s) responsible for implementing BIP (staff title):
Person(s) responsible for reconvening team (staff title):
Implementation date:

Review Date:	**Type of contact**	**Recommendation**
	☐ Case conference	☐ Continue BIP as written
	☐ E-mail	☐ Continue BIP with revisions
	☐ Phone call	☐ Discontinue BIP (case conference necessary)
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