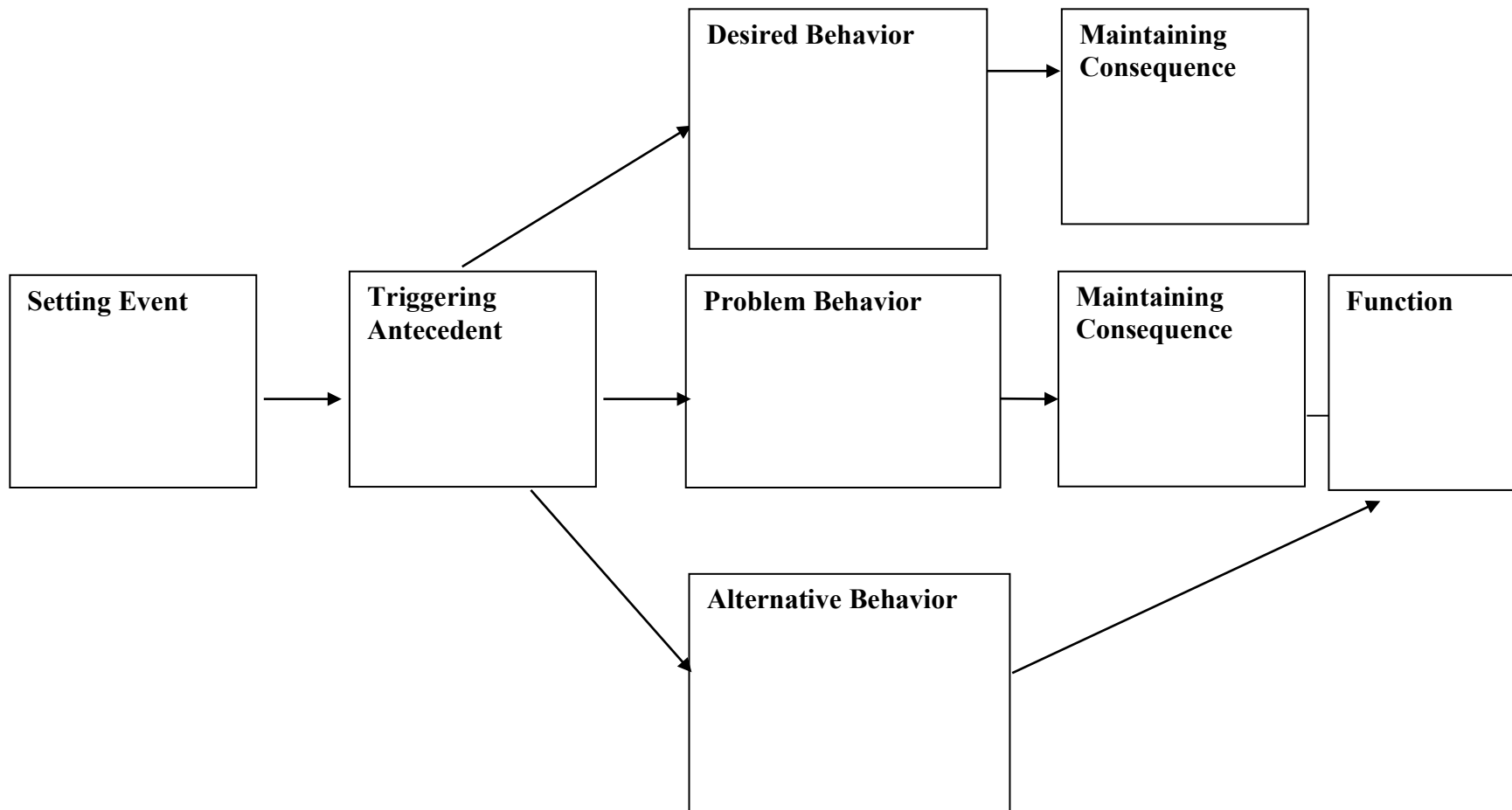




## Handout #15: Function-Based Behavior Intervention Plan

This form is intended to assist school teams as they develop a behavior intervention plan (BIP) based on the results of a functional assessment of behavior, which should be attached to this plan.

### Competing Behavior Pathway and Function-Based Intervention Strategies





| <b>Antecedent Strategies</b><br>Modify antecedents to prevent the problem behavior from occurring (environmental redesign) |   | <b>Behavior Teaching Strategies</b><br>Teach new skills that can serve the same function as the problem behavior | <b>Consequence Strategies</b><br>Make desired or alternative behavior more reinforcing than the problem behavior  |
|--|---|--|---|
| <b>Setting Event Strategies</b>  | <b>Triggering Antecedent Strategies</b> |  |   |
|  |   |  | <p><u>Reinforce Desired and Alternative Behaviors</u>: Make desired behavior more rewarding—the plan should specify reinforcer(s) and the schedule</p> <p><u>Respond to Unwanted Behaviors</u>: Depending on the intensity of the problem behavior, consider</p> <ul style="list-style-type: none"> <li>• <u>Extinction</u>: Do not provide maintaining reinforcement for problem behavior (planned ignoring)</li> <li>• <u>Redirect</u></li> <li>• <u>Punishment</u>: Deliver a socially appropriate, aversive event that is contingent upon problem behavior. Only use punishment if needed, and never in isolation.</li> </ul> |



### BIP Team Action Plan

| Task/Plan Component  | Person Responsible | Timeline  | Evaluation Decision   |
|--|--------------------|---|---|
| <p>Describe each component or strategy in the plan.<br/>List staff tasks that need to be completed in order to begin implementation.</p> |                    | <p>Note when tasks need to be completed and when each intervention strategy should begin.</p> | <p>For each component, decide to</p> <ul style="list-style-type: none"> <li>• Continue monitoring (no changes)</li> <li>• Modify (describe changes)</li> <li>• Discontinue</li> </ul> <p>Add components/tasks as needed. Note the dates of any changes.</p> |

\*If emergency behavior management procedures are necessary, create a safety plan describing appropriate staff responses to dangerous situations. Consult the restraint and seclusion principles published by the U.S. Department of Education (ed.gov).



## BIP Evaluation Plan

### Behavioral Goals

| Behavior(s)   | Baseline Data  | Goal(s)  |
|---|--|--|
| List target behavior(s) to be tracked for progress monitoring. Include or attach a behavioral definition. | Summarize pre-intervention data on target behavior, including the dates data were collected. | Set a specific, observable, measurable goal for the target behavior(s). If a goal is based on a desired level of behavior (e.g., based on school expectations or peer norms), include a date by which time the student is expected to meet that goal.<br><br>**Consider that peer norms may not be an appropriate target for all children. When significant behavior change is desired, consider setting a short-term goal for the purpose of evaluating the intervention, or evaluating responsiveness through visual analysis of graphed student data. |

### Evaluation Procedures

|   | Procedures  | Person Responsible  | Timeline   |
|---|---|---|--|
| <b>Fidelity</b><br>Is the intervention being implemented as planned?                  | Describe the measure (e.g., checklist or observation) and the criteria for adequate fidelity: <ul style="list-style-type: none"> <li>• Percentage of steps completed</li> <li>• Intervention dosage</li> </ul>  | Will this be a self-check by the interventionist, or will an external observer record fidelity data?  | When will fidelity checks begin?<br>How frequently will data be collected?   |
| <b>Student Progress</b><br>Is the planning working? Is the target behavior improving? | Describe the measure (e.g., direct observation or rating form) and data analysis method: <ul style="list-style-type: none"> <li>• Data summary (e.g., graphing)</li> <li>• Decision rules (how are data compared to the baseline and goal)</li> </ul> | Who will <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Enter data</li> <li>• Graph or otherwise summarize data</li> <li>• Review/analyze data</li> </ul> | When will data collection occur in terms of <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Duration (if observation)</li> <li>• Time/setting</li> </ul> |

Date of next team meeting (plan review): \_\_\_\_\_