

Behavior Intervention Plan

Student: _____

Date of Plan: _____

Start date for intervention: _____

People who will be implementing the plan:

Name	Role

NYCRR 200.22 (b) (4) (i)	Baseline Measure of the Problem Behavior
<p><i>The behavioral intervention plan shall identify:</i></p> <p>(l) the <u>baseline measure</u> of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors.</p> <p>Such baseline shall, to the extent practicable, <u>include data taken across activities, settings, people and times of the day.</u></p> <p>The baseline data shall be <u>used as a standard</u> to establish performance criteria and against which to <u>evaluate intervention effectiveness</u></p>	

Intervention Strategies	Strategies That Will Be Used
<p>200.22 (b) (4) (ii) The intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior</p> <p style="text-align: center;">Prevention</p> <p><i>How will you modify antecedent triggers to prevent behavior from occurring? Consider:</i></p> <ul style="list-style-type: none"> - <i>How will you change/modify each trigger identified in the hypothesis statement so it does not cause problem behavior?</i> - <i>What prompts or scaffolds can you add to the environment to help the student overcome or negotiate trigger situations?</i> 	
<p>200.22 (b) (4) (ii) Teach individual alternative and adaptive behaviors to the student</p> <p style="text-align: center;">Alternative and Adaptive Skill Instruction</p> <p><i>What skills will you teach to replace behavior? Attach an instruction plan for each skill. Consider:</i></p> <ul style="list-style-type: none"> - <i>What functionally equivalent skills to teach the student (i.e., skills that serve the same function as the problem behavior e.g., asking for help when presented with a difficult task, instead of leaving the room when frustrated)?</i> - <i>What functionally relevant skills to teach the student (i.e., skills that will</i> 	

<p><i>help the student in the situation e.g., teaching the student anger management strategies for when he/she is frustrated with a task)?</i></p>	
<p>Intervention Strategies</p>	<p>Strategies That Will Be Used</p>
<p>200.22 (b) (4) (ii) Provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s)</p> <p>Strengthen Appropriate Behavior <i>How will you provide the student with reinforcement for appropriate behavior? Consider:</i></p> <ul style="list-style-type: none"> - <i>How often and what will people say to provide social praise throughout the day?</i> - <i>Using a system that provides incentives beyond just social praise. Decide:</i> <ul style="list-style-type: none"> - <i>How often should the student receive reinforcement (e.g., after each occurrence, daily, etc)?</i> - <i>What is the criteria a student needs to meet to earn the reinforcement (i.e. what specifically does the student have to do)?</i> 	
<p>200.22 (b) (4) (ii) Provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s)</p> <p>Responding to Occurrences of Unwanted Behavior</p>	

<p><i>How will staff act when unwanted behaviors occur? Consider:</i></p> <ul style="list-style-type: none"> - <i>What are strategies that can be used when the student first starts to get agitated (i.e. those behaviors that are typically redirectable and are precursor behaviors)?</i> - <i>What are strategies that can be used for behaviors that occur repeatedly?</i> - <i>What are strategies that should be used for unmanageable behaviors?</i> 	
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<p>Crisis Plan <i>(Clear steps for ALL staff to use when student is escalated into a crisis)</i></p>	<p>Strategies That Will Be Used</p>
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<p>NYCRR 200.22 (b) (4) (iii) <i>(iii) a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals</i></p>	<p>BIP Monitoring Schedule <i>Please note types of data to be collected (DAILY and ONGOING) and time frame for re-convening FBA-BIP team – Please attach schedule</i></p>
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**Progress Monitoring Evaluation Plan
To Be Completed At Each Team Meeting**

NYCRR 200.22 (b) (5) The implementation of a student's behavioral intervention plan shall include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the behavioral intervention plan and on the student's IEP. The results of the progress monitoring shall be documented and reported to the student's parents and to the CSE or CPSE and shall be considered in any determination to revise a student's behavioral intervention plan or IEP.

Statement of Baseline Performance:

Staff responsible for tracking plan:

Plan Review Date:

Continue plan? Why?

Modify plan? Why?

Attach data sheets including frequency charts, ABC, MAS, Interview Forms, etc.

Date of Conference:

Conference Participants:

Print Name	Title	Signature