



BEHAVIOR INTERVENTION PLAN (BIP)

Date of Interview:

Student Name:

NYC ID:

DOB: Grade:

Current Class/Program:

Who is responsible for implementing this plan?

- Names of all persons who work with the student are responsible for the implementation of the BIP.

Student progress towards achieving targeted behavior must be assessed and communicated with parents at least every ten (10) weeks. Please schedule a review. This does not need to be a formal meeting but it requires a review.

- Utilize and include information from the following headings from the FBA:

BASELINE DATA: The baseline data shall be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness.

- What observational data has been collected? as well as information from the dropdown options: Frequency, Duration, Intensity, Setting(s):
- What triggers or actions occur immediately before the targeted behavior?
- What environmental conditions may affect the targeted behavior?
- What does the student gain or lose as an immediate result of the targeted behavior?
- What is the presumed purpose of each behavior?
 - State the hypothesis indicating the purpose/ function of the behavior. This hypothesis must now be described in global and specific terms.

Global hypotheses reveal the broad influences in the student's life: skills, talents, health, preferences, routines, relationships, general quality of life. These influences can affect all types of instructing and learning related to the student. The Global hypothesis will affect short and long term prevention or remediation.

Specific hypotheses focus on the function of the identified, targeted behavior and its related fast or slow triggers (e.g. antecedents) which lead to exhibition of the targeted behavior.

INTERVENTION STRATEGIES: The strategies to be used to alter antecedent events, teach alternative and adaptive behaviors, and provide consequences for targeted inappropriate behaviors as well as provide consequences for alternative acceptable behaviors.

- What are the expected behavior changes?
- What does the student view as positive reinforcement?
- What interventions should be planned?
 - If the targeted behavior is due to a skill deficit, break the skill into components/steps etc. And then determine how to teach the parts to achieve the whole.
 - If the targeted behavior is due to a performance deficit, look carefully at less obvious, deeper skills needing instruction such as social awareness, self-regulation, self-advocacy
 - Prevention: How will antecedent triggers be modified to prevent behavior from occurring?
 - Alternative and Adaptive Skill Instruction: What (functionally equivalent and functionally relevant) skills will you teach to replace the target behavior?
 - Strengthen Appropriate Behavior: How will you provide the student with identified positive reinforcement? How often? By whom?
 - Responding to Occurrences of Inappropriate Behavior: What are strategies that can be used for when student is first agitated? For behaviors that occur repeatedly?
 - Crisis Plan: What are the specific steps for ALL staff to use when student is escalated to crisis? Define the steps.

SCHEDULE TO MEASURE EFFECTIVENESS: Progress monitoring of the effectiveness of the behavioral interventions shall be conducted at scheduled intervals. Results of the progress monitoring shall be documented and reported to the student's parents.

- Based on knowledge of the student's learning style (i.e., how and how fast the student acquires skills.) the team now determines how often data will be collected and analyzed. This can be based on the same type of data used for baseline or on current combinations of data such as frequency, duration, intensity and/or latency.
- Decide whether to focus data collection (progress monitoring) on decreasing frequency, duration, latency or what exactly related to the targeted behavior.

TARGET BEHAVIOR	EXPECTED BEHAVIOR CHANGES	METHODS/CRITERIA FOR OUTCOME MEASUREMENT
<p>Copy the operational definition of the problem behavior from FBA summary (a concise concrete, observable, measurable description of the behavior of concern).</p> <p>Copy the baseline data from FBA summary</p>	<p>Write a concise concrete, observable, measurable description of the expected behavior, the behavior which will replace the targeted behavior.</p> <p>What do we want the student to do?</p> <p>How do we wish the student to behave?</p> <p>It is important to note that some behavior changes need to occur gradually, in increments in order to fully change a behavior.</p> <p>Describe benchmarks and/or approximations related to the expected/desired behavior which clearly lead to the eventual acquisition of the behavior.</p>	<p>Enter methods and criteria for each targeted behavior (which may include sub-objectives) and the corresponding expected behavior changes.</p> <p>Possible evaluation methods:</p> <ul style="list-style-type: none"> • behavior monitoring forms (point sheets, contracts, check sheets) • academic grades • anecdotal notes (ABC charts) • attendance records • event recording (tallies of frequency of target behaviors) • work samples • student self-assessments or ratings • rating scales • duration recording (time samples using a stopwatch) • graphs • office referrals