

# Behavior Intervention Plan

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Define Problem Behavior (observable/measurable) *Safety Plan needed? Y N	
Hypothesis Statement (from FBA)	
<b>Prevent Problem Behavior</b> List Interventions below	Specific Steps
<b>Prevent Reinforcement of Problem Behavior</b> List Interventions below	Specific Steps
<b>Teach Desired Behavior</b> List Interventions below	Specific Steps
<b>Reinforce Desired Behavior</b> List Interventions below	Specific Steps
<b>Plan for Progress Monitoring</b>	Specific Steps  Date to review progress (min. 2x/month) _____
1. List system for assessing adult fidelity to BIP 2. List system for assessing student outcomes to BIP	

*\*Aligned with ISSET Intensive Individualized Interventions Features Checklist*

# Behavior Intervention Plan

Student:   Lisa  

Grade:        Date:   Oct 1, 2022  

Define Problem Behavior (observable/measurable) <i>*Safety Plan needed? Y N</i>	Lisa yells or screams and throws objects or hits.  *YES - A Safety Plan is attached for throwing objects or hitting.
Hypothesis Statement (from FBA)	<b>When</b> Lisa is asked to work on her Journals, <b>she then</b> yells, screams, throws things or hits <b>as a result</b> she is allowed to delay or escape writing journals.
<b>Prevent Problem Behavior</b> List Interventions below	Specific Steps
Curriculum modification	To help Lisa engage in Journal writing allow Lisa to work on her journal-writing task on the computer.
<b>Prevent Reinforcement of Problem Behavior</b> List Interventions below	Specific Steps
Planned ignoring	- Yelling/screaming will be ignored by staff. Peers will be reinforced for “Being Responsible” by “Staying On Task” and ignoring Lisa’s behavior. - Throwing objects/hitting will result in peers being moved to a buddy room.
<b>Teach Desired Behavior</b> List Interventions below	Specific Steps
Functional equivalent replacement behavior  - Ask for a break	To assist Lisa in obtaining a break when needed, she will be taught to signal for a break.  1. Prior to starting journal writing, remind Lisa that she may take a break if she needs it. Have Lisa demonstrate the break sign. 2. Provide a 2-minute break when she asks. 3. Remind Lisa that she may walk around the back of the room quietly until the timer vibrates. Have her practice as needed. 4. Remind Lisa that when the timer vibrated she will return it to the teacher and resume work on her academic task.
<b>Reinforce Desired Behavior</b> List Interventions below	Specific Steps
Reinforce Functional equivalent replacement behavior - Verbal praise, preferred activity with a friend	1. Immediately provide praise for asking for the break (“Thank you for asking for a break”) 2. Since Lisa is social and likes working with peers, when she ask for a break and returns to work on her academic task, Lisa will earn prefer activity time with a friend (reading with a friend, a board game, etc.)
<b>Plan for Progress Monitoring</b>	Specific Steps  <b>Date to review progress (min. 2x/month)</b> <u>  Oct 15, 2022  </u>
1. List system for assessing adult fidelity to BIP 2. List system for assessing student outcomes to BIP	1. Staff use a trial record to document the implementation of all four parts of the BIP each class period (as needed). 2. Staff will record frequency of target/problem behavior each class period.