

Sample Behavioral Intervention Plan Form

1. Target behavior to be reduced or eliminated:
2. In what settings(s) is the behavior(s) likely to occur?
3. What antecedents (triggers) usually provoke the behavior(s)?
4. What probable function (cause) of the target behavior(s)?
5. What will be done to prevent the target behavior(s) from recurring (e.g., changes to antecedents such as instruction or environment)?
6. What is the behavior(s) that will be taught to replace the target behavior(s)?
7. When and how will the student be taught to practice the correct replacement behavior(s)?
8. What will be done when the student uses the correct replacement behavior(s) (e.g., positive reinforcement)?
9. What method(s) of evaluation will be used to determine if the BIP is successful?
10. What is the emergency protocol, if one is needed, if the student engages in behaviors that render him/her a danger to self or others (e.g., clearing the classroom, parent emergency contact numbers, restraining hold, call to police)?
11. Is physical restraint part of this student's BIP, and if so, which staff are trained and authorized to use restraint? Check to ensure that the permissible use of restraint is reflected on the student's IEP.

BEHAVIOR IEP'S AND SUPPORT PLANS

Behavior Plans

An effective Behavior Support Plan answers these questions.

- What are ways to change the context to make the problem behavior unnecessary?
- What are ways to prevent the problem behavior?
- What can be done to increase expected behaviors or to teach a replacement behavior?
- What should happen when a problem behavior occurs?
- What should happen when desired or replacement behavior occurs?

Behavioral IEP

The behavioral IEP is the teaching component of the IEP. It will include skills that need to be taught in order for the student to be more successful in the school setting. This is different than a Behavior Support Plan. (See above.) The Behavior Support Plan and behavior contracts are not a part of the IEP. These include specific strategies that need to be changed or amended separate from the IEP process. Specific listing of discipline steps that are related to a school-wide discipline plan could be included in the plan.

Writing effective and appropriate IEP behavior goals include the following basic principles:

- ✓ Using an educational paradigm
- ✓ Addressing skill acquisition
- ✓ Focusing on any or all of three long-term goal categories
 - ↳ Increasing academic performance
 - ↳ Following building and classroom rules
 - ↳ Developing appropriate adult and peer relations

A Quick Reference: Behavior Plans and Goals

Decision Points

- ❑ Does the student have inappropriate behaviors that require a formal Plan?
- ❑ Should the plan include a 504 eligibility or special education eligibility?
 - If sped eligible, all 3 questions must be answered in the affirmative—Yes to meets the eligibility criteria, to **requires** specialized education, to having an **adverse impact** on educational performance.
 - Many students with medical/emotional disabilities—e.g. Post Traumatic Stress Syndrome, OCD—are on 504 plans because they are able to function in regular education settings.
- ❑ Does the student require specialized instruction in skill acquisition/social skills as well as a behavior plan to reduce undesirable behavior in order to address the problem? If yes, IEP behavior goals should be written.

Construction of Behavior Goals

- ❑ Goals are replacement skills students need to acquire. The goal “Student will follow school rules” is a nonexemplar because it does not adequately describe the skill that a student needs to learn. “Asking for help,” “Asking a Question,” “Following Instructions,” “Setting a Goal” are positive examples of some possible replacement behaviors. Whether or not a student follows school rules, may be one measure of the goal success, but it is not a goal in itself.
- ❑ Many behavioral goals will have 3 components: 1. Teaching the student to recognize the negative behavior before it occurs; 2. Teaching the student replacement strategies to use instead of the negative behavior; and 3. Teaching the student to insert those replacement strategies first in a controlled setting with adult cuing and ultimately in the general ed setting with no prompts. Reasonable progress on these 3 steps may take several years for a student to complete.
- ❑ All goals should be measurable with probes that include quantitative/observational data.

Behavior Intervention Plans

- ❑ A **BIP** is a modification of general classroom management and should contain positive supports as well as negative consequences. It outlines the ways staff will respond to the undesirable behaviors.
- ❑ In addition, the BIP should outline proactive strategies to prevent the behavior from occurring in the first place.
- ❑ BIPs to not include the skills the student should develop.
- ❑ BIPs may include an emergency or crisis plan
- ❑ If BIPs are listed in the Accommodations/Modifications section of the IEP, they can be changed throughout the year without convening the Team.

Additional Points to Remember

- ❑ Sped students on a partial day schedule because of behavior must have a FBA and intervention plan as part of the IEP
- ❑ IEP behavior goals must include time for direct service on the IEP cover sheet. While behavior goals may be worked on in conjunction with another goal, such as reading, the cover sheet must reflect both of these areas.
- ❑ Some ED or other sped eligible students only need a behavior plan. This can be included under Accommodations/Modifications on the IEP. Other ED students require BOTH a behavior plan and annual goals for social skills.
- ❑ The district's charge is to address negative behaviors to the degree necessary to keep them from interfering with a student's ability to access instruction. The district does not fix emotional problems a student might have, nor does the district act as a treatment center to address the underlying emotional difficulties impacting the student.
- ❑ Similarly, the district does not have a legal obligation to polish social skills, help students make friends, etc., except to the degree that by doing so provides an educational benefit. The key: IN ALL INSTANCES THE TEAM SHOULD KEEP GOALS AND PLANS NARROWLY TAILORED AND EDUCATIONALLY RELATED.
- ❑ In almost all cases when a student is identified as ED, the IEP should contain some type of behavior component. However, the team of any sped eligible student is required to at least consider addressing behavior issues if the student exhibits behaviors that negatively impact progress at school. These include students who "blow out" of classrooms often or students whose behaviors prevent them from participating in group activities.
- ❑ EAs can legally provide the specially designed instruction in behavior, so long as they are adequately supported and supervised by a sped teach or other appropriately licensed personnel (e.g. school psych).

FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBAs) and BEHAVIOR INTERVENTION PLANS (BIPs)

- 1. When an FBA may be appropriate:**
 - in evaluating a student for eligibility under the category of ED
 - before writing social/emotional/behavioral IEP goals for an ED student
 - before writing a behavior management plan / behavior intervention plan / behavior contract
 - when determining whether to add services or accommodations for a non-ED special ed student who has behavior issues that are interfering with his/her ability to obtain educational benefit
- 2. When an FBA is required:**
 - after a student has been removed for more than ten school days in a school year
 - after placing the child in a 45-day alternative interim educational setting
- 3. When a BIP may be appropriate:**
 - for an ED student
 - for a special ed student who's not ED but whose behavior interferes with his/her ability to obtain educational benefit
 - for a special education student with a record of referrals or disciplinary action
 - for any other student (special or regular ed) who would benefit from greater structure or more definitive expectations spelled out by a behavior plan/behavior contract
- 4. When a BIP is required:**
 - if the IEP team deems a BIP necessary for the student to obtain educational benefit
 - if the student is excluded for more than ten school days in a school year
 - if the student is placed in an alternative interim educational placement

Building a Support Plan

Setting Events	Predictors	Desired Behavior	Consequence
		Problem Behavior	Maintaining Consequence
		Replacement Behavior	

What are ways to change the context to make the problem behavior unnecessary?	What are ways to prevent the problem behavior?	What can be done to increase expected behaviors or to teach a replacement behavior?	What should happen when a problem behavior occurs?	What should happen when desired or replacement behavior occurs?
___ Clarify rules and expected behavior for whole class ___ Written contract with the students ___ Student self-manipulator sheet ___ Change seating arrangements ___ Change schedule ___ Counseling ___ Other ___	___ Reminders about behavior when problem behavior is likely ___ Provide extra assistance to match student skills ___ Other ___	___ Practice expected behavior in class ___ Self-management program ___ Other ___	___ Reward/punishment program ___ Contact with parents ___ Reduced privileges ___ Time out ___ Office referral ___ Reprimand in class ___ Other ___	___ Reward program? ___ Praise from teacher ___ Other ___