

Behavioral Intervention Plan

Student Name _____ DOB _____ Meeting Date _____

The team should complete this form when it has been determined that a Behavior Intervention Plan is needed. Behavior Intervention Plans should only be developed after the completion of a Functional Analysis. For multiple Behavior Plans, multiple Functional Analysis should be conducted.

Definition of Problem Behavior with Baseline Data – (concrete/observable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day) (2)
Is this behavior a - <input type="checkbox"/> Skill Deficit <input type="checkbox"/> Performance Deficit (11)
Hypothesis of behavioral function – (why the student engages in the behaviors that impede learning) (6) <i>When (setting event) and (antecedent), (student) does (problem behavior for how long, how many times, at what intensity) to get / avoid _____.</i>
Acceptable Alternative Behavior – (what is the behavior that is going to be taught and reinforced that will replace the problem behavior and achieve the same function for the student) (9)
Setting Event Strategies – (preventative measures that are always in place to decrease the likelihood of the behavior occurring, these should address any items listed in setting events) (12)
Antecedent Strategies – (preventative measures that are used in situations that would present as recognized antecedents/triggers for the problem behavior, these should be preventative and prompt use of the alternative behavior) (13) Antecedent Prevention Strategies: Antecedent Prompting Strategies:
Teaching Strategies – (what tools will be used to teach both the desired and acceptable alternative behavior, also consider supporting skills needed to perform desired behavior that may need to be taught) (14) Acceptable Alternative Strategies: Desired Strategies:

Consequence Strategies – (strategies to make use of the alternative/desired behavior more efficient or effective than the problem behavior and decrease the effectiveness of the problem behavior) **(15)**

Reinforcement of the Acceptable Alternative:

Reinforcement of the Desired:

Reductive/Reactive Plan for when Problem Behavior does occur:

Crisis Plan (include staff response including a crisis/safety plan if needed):

Data Collection Procedures and Methods: (Identify alignment with IEP goal, data collection method and measurement, timelines for and criteria to assess student outcome, timelines and criteria to assess implementation fidelity)

Provision For Coordination with Caregivers and Implementers: (Describe how the team will work with all caregivers and implementers to share information, provide training if needed, and how often communication will take place.)