

## 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.

<b>Definition of Problem Behavior with Baseline Data</b> – (concrete/observable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day) <b>(2)</b>
<b>Is this behavior a -</b> <input type="checkbox"/> <b>Skill Deficit</b> <input type="checkbox"/> <b>Performance Deficit</b> <b>(11)</b>
<b>Hypothesis of behavioral function</b> – (why the student engages in the behaviors that impede learning) <b>(6)</b>  <i>When (setting event) and (antecedent), (student) does (problem behavior for how long, how many times, at what intensity) to get / avoid _____.</i>
<b>Acceptable Alternative Behavior</b> – (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) <b>(9)</b>
<b>Setting Event Strategies</b> – (preventative measures that are always in place to decrease the likelihood of the behavior occurring, these should address any items listed in setting events) <b>(12)</b>
<b>Antecedent Strategies</b> – (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) <b>(13)</b>  <b>Antecedent Prevention Strategies:</b>  <b>Antecedent Prompting Strategies:</b>
<b>Teaching Strategies</b> – (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) <b>(14)</b>  <b>Acceptable Alternative Strategies:</b>  <b>Desired Strategies:</b>

**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.)