

**BEHAVIOR INTERVENTION PLAN****Student Name:****Birthdate:****IEP Date:****Date of BIP:**

This Behavior Intervention Plan is based on the following (check all that apply):

- Functional Behavior Assessment from report dated \_\_\_\_\_
- Data Collection (may include observations, interviews, records review, etc.)
- Social Emotional Assessment from report dated \_\_\_\_\_
- Other (describe): \_\_\_\_\_

**The problem behavior impeding learning is (describe what it looks like)****Frequency****Intensity****Duration** **Reported By**and/or  **Observed by****PREVENTION, PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

**What are the antecedents for the problem behavior?** (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.)

**What environmental structure and supports are needed to reduce the problem behavior?** (Provide specific examples)

**ANALYSIS, PART II: FUNCTIONAL FACTORS**

Team believes the behavior occurs because:

- Access:**
- Avoid:**
- Automatic Reinforcement:**
- Other:**

**FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR**

**What team believes the student should do INSTEAD of the problem behavior?** (Replacement behavior that meets the same identified function of problem behavior)

**List teaching Strategies/Necessary Curriculum/Materials that are needed** (List successive teaching steps for student to learn replacement behavior/s)

**List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?**  
Selection of reinforcer based on:

**RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES****Student Behaviors****Staff Response**

<b>Student early escalation behaviors may include:</b>	<b>Staff response to early escalation behaviors may include:</b> (e.g. prompting relaxation strategies, offering distractions)
<b>Student behaviors during problem behavior may include:</b>	<b>Staff response during problem behavior may include:</b> (e.g. monitor for safety, one step directions, neutral tone and affect)
<b>Student behaviors during de-escalation may include:</b>	<b>Staff response to promote de-escalation may include:</b> (e.g. model deep breathing, encouragement)
<b>Student behaviors during post incident may include:</b>	<b>Post incident strategies may include:</b> (e.g. offer choices, refrain from discussing consequences)

- Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered: