Behavior Intervention Plan

Student Name ___________________________ Student ID Number ___________ School ___________________________ Date ___________

Team Members

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Team Position

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Summary Statement/Hypothesis: (When) and (Where), the student does (problem behavior) to get/obtain or escape/avoid (what). (Taken from FBA)

Skills: What social-emotional, behavioral, and/or academic skill does the student need to develop?

Social-Emotional

☐ Understanding Consequences of Actions
☐ Managing Emotional Response
☐ Handling Unpredictability or Novelty
☐ Communicating Wants/Needs
☐ Communicating with Others
☐ Understanding the Perspective of Others
☐ Other ___________________________

Behavioral

☐ Shifting Thoughts or Tasks
☐ Persisting on Challenging Tasks
☐ Maintaining Focus
☐ Seeking Attention/Help Appropriately
☐ Other ___________________________

Academic

☐ Mastering Academic Concepts
☐ Completing Academic Tasks
☐ Other ___________________________
Behavior Intervention Plan

Skills: What skill does the student need to learn? (Prioritize and be explicit.)

<table>
<thead>
<tr>
<th>Target Skill</th>
<th>What strategies will lead to the skill?</th>
<th>When?</th>
<th>By Whom? (staff position)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skill(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Skill(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Skill(s): (as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified Measurable Goal: (When) and (Where), the student will do (replacement behavior) to get/obtain or escape/avoid (what).
# Behavior Intervention Plan

## Environmental Modifications:
What are we going to change in the environment? (Check all that apply.)

<table>
<thead>
<tr>
<th>Proactive Strategies</th>
<th>Responsive Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Modify amount or type of activity</td>
<td>□ Provide checks for understanding</td>
</tr>
<tr>
<td>□ Modify student schedule</td>
<td>□ Provide reinforcement for appropriate behavior</td>
</tr>
<tr>
<td>□ Change class seating arrangement</td>
<td>□ Increase physical proximity</td>
</tr>
<tr>
<td>□ Provide choice of task or preferred activity</td>
<td>□ Offer verbal/nonverbal redirection</td>
</tr>
<tr>
<td>□ Provide extra attention to the student</td>
<td>□ Re-teach appropriate behavior or academic skill</td>
</tr>
<tr>
<td>□ Offer student regularly scheduled breaks</td>
<td>□ Increase home-school communication</td>
</tr>
<tr>
<td>□ Increase opportunities for peer interactions</td>
<td>Scheduled time in an alternative educational environment</td>
</tr>
<tr>
<td>□ Increase positive home-school communication</td>
<td>Other: (Explain and Attach)</td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
</tr>
</tbody>
</table>

## Emergency Plan:
Are there times when the problem behavior becomes a danger to the student or others?  □ Yes  □ No

If yes, what will you do to ensure safety? (Be specific)

## Evaluate:
How will we know if the plan is working?

- **What data will we be collecting?**
  - □ Frequency Count  □ Checklist/Rating Scale  □ Time Sample
  - □ Duration Recording  □ Latency Recording  □ Other: (Explain and Attach)

- **How often will data be collected?**

- **Who will collect and compile the data? (staff positions)**

- **When will the team meet to review progress? Specify Date**

## Measurable Criteria

- **Identify target increase in replacement behavior:** (i.e. quantify the increase):

- **Identify target decrease in problem behavior:** (i.e. quantify the decrease):