

BEHAVIOR INTERVENTION PLAN

Student Information:	Name: _____		Date: _____
	School: _____		Grade: _____
BIP Report By:	_____		
Problem Behavior: <i>Inappropriate behavior(s)</i>	_____		
Replacement Behavior: <i>What is expected of the student?</i>	_____		
Method of Teaching Replacement Behavior and By Whom: <i>How will we teach the desired behavior and who will teach it?</i>	<input type="checkbox"/> direct instruction, by: _____ <input type="checkbox"/> social skills training, by: _____ <input type="checkbox"/> anger management, by: _____ <input type="checkbox"/> providing cues, by: _____ <input type="checkbox"/> role playing, by: _____ <input type="checkbox"/> modeling, by: _____ <input type="checkbox"/> behavior contract, by: _____ <input type="checkbox"/> stress management, by: _____ <input type="checkbox"/> decision-making lesson, by: _____ <input type="checkbox"/> use of mentor(s), by: _____ <input type="checkbox"/> other _____, by: _____		
Accommodations, Interventions, and Who's Responsible for Them: <i>What help will we give the student to help him/her succeed?</i> <i>It is VERY important that these accommodations and/or recommendations be followed consistently by teacher(s), aides, and school staff.</i>	Accommodations to assist the student in displaying the replacement behavior: <input type="checkbox"/> clear, concise directions <input type="checkbox"/> supervise free time <input type="checkbox"/> frequent reminders/prompts <input type="checkbox"/> avoid strong criticism <input type="checkbox"/> frequent breaks/vary activities <input type="checkbox"/> predictable, routine schedule <input type="checkbox"/> teacher/staff proximity <input type="checkbox"/> specified study area <input type="checkbox"/> reprimand the student privately <input type="checkbox"/> preferential seating <input type="checkbox"/> modify assignments <input type="checkbox"/> avoid power struggles <input type="checkbox"/> review rules & expectations <input type="checkbox"/> specifically define limits <input type="checkbox"/> provide alternate recess <input type="checkbox"/> avoid physical contact <input type="checkbox"/> provide cooling off period <input type="checkbox"/> provide highly-structured setting <input type="checkbox"/> communicate regularly with parents <input type="checkbox"/> other _____		
	Interventions & Who's Responsible for Them: 1. _____ 2. _____ 3. _____ 4. _____		
Method of Measuring Progress: <i>How will we know if it's working or not?</i>	<input type="checkbox"/> direct observation <input type="checkbox"/> daily behavior sheet <input type="checkbox"/> weekly behavior sheet <input type="checkbox"/> charting/graphing <input type="checkbox"/> self-monitoring <input type="checkbox"/> number of discipline referrals <input type="checkbox"/> other: _____		
Length of behavior plan	<input type="checkbox"/> one week <input type="checkbox"/> two weeks <input type="checkbox"/> other: _____		
Positive Consequences for Appropriate Behavior: <i>What can the student earn?</i>	<input type="checkbox"/> verbal praise <input type="checkbox"/> immediate feedback <input type="checkbox"/> computer time <input type="checkbox"/> earned privileges <input type="checkbox"/> earned tokens/points <input type="checkbox"/> positive call or note home <input type="checkbox"/> tangible rewards <input type="checkbox"/> free time <input type="checkbox"/> positive visit to office <input type="checkbox"/> other _____		
Negative Consequences for Inappropriate Behavior: <i>What happens if student does not behave?</i>	<input type="checkbox"/> loss of points/tokens <input type="checkbox"/> loss of privileges <input type="checkbox"/> time out <input type="checkbox"/> phone call home <input type="checkbox"/> work detail <input type="checkbox"/> detention <input type="checkbox"/> send to office <input type="checkbox"/> in-school suspension <input type="checkbox"/> out-of-school suspension <input type="checkbox"/> escort to another area <input type="checkbox"/> other _____		