



# Behavior Intervention Plan (BIP)



Document Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

District ID: \_\_\_\_\_ School ID: \_\_\_\_\_ Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Native Language: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parent Contact Information: \_\_\_\_\_

## TEAM INFORMATION

| Team Member Name | Position or Title | Role in BIP Development |
|------------------|-------------------|-------------------------|
|                  |                   |                         |

**Position or title suggestions:** School Psychologist, BCBA, Behavior Specialist, Sped Teacher, General Education Teacher, Parent/Guardian, Admin, Para educator, OT, PT, SLP, Other

**Role in Intervention Plan suggestions:** Data Collector, Implementer, Case Manager, Progress Monitor, Fidelity Checker

### This Behavior Intervention plan is based on the following (check all that apply)

Functional Behavior Assessment (FBA) from report dated \_\_\_\_\_

Data Collection (observations, records reviews, interviews) dated \_\_\_\_\_

Social/Emotional Assessment from report dated \_\_\_\_\_

Other (describe) \_\_\_\_\_



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## RATIONALE FOR BEHAVIOR INTERVENTION PLAN

**Provide a summary of why this plan is being put in place**

*What does the team hope to achieve and teach the student?*

**Summarize data or results from the student's FBA or other assessment(s)**

*(e.g., hypothesis statement)*

**Provide a history of behavior interventions targeting behavior of concern**

*What interventions have been tried previously?*

*What was the outcome of the previously implemented interventions?*



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**STEP 1: COMPLETE THE COMPETING BEHAVIOR PATHWAY MATRIX**  
*Fill in boxes 1, 2, 3 and 4 from your FBA and/or other sources of data*

## COMPETING BEHAVIOR PATHWAY (CBP)

|                         |                      |                                |   |
|-------------------------|----------------------|--------------------------------|---|
|                         |                      | <b>5. Desired Behavior</b>     | <b>6. Consequence</b>                     |
|                         |                      |                                |   |
| <b>3. Setting Event</b> | <b>2. Antecedent</b> | <b>1. Problem Behavior</b>     | <b>4. Reinforcing Consequence</b>         |
|                         |                      |                                |   |
|                         |                      | <b>7. Replacement Behavior</b> | <b>8. Reinforcing Consequence*</b>        |
|                         |                      |                                |   |
|                         |                      |                                | <i>*Input should match box 4 function</i> |

## STEP 2: IDENTIFY PROBLEM BEHAVIOR

### A. Problem Behavior

*This is located on the Functional Behavior Assessment (FBA) and in box 1 of the CBP in Step 1.*

**Fill in with the problem behavior and include the operational definition of the problem behavior.**

### B. Replacement Behavior

*This is located in box 7 of the CBP in Step 1.*

**Fill in with behavior that can be taught in place of problem behavior and meets the same need/function.**

### C. Long Term Desired Behavior

*This is located in box 5 of the CBP in Step 1.*

**Fill in with behavior that is related to the replacement behavior but will require longer acquisition period or more advanced skills to be taught.**

## STEP 3: PREVENTATIVE STRATEGIES/ANTECEDENT INTERVENTIONS

### A. Setting Event Strategies

Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the identified setting events. The setting event is located in box 3 of your Competing Behavior Pathway Matrix (CBP).

| What will the adults in the environment do to prevent the problem behavior?   |  |  |
|---|--|--|
| <b>Identified Setting Event</b><br><i>Identified in box 3 of the CBP. What happens prior to the antecedent that makes problem behavior more likely?</i> | <b>Plan to remove or minimize/neutralize</b> | <b>Who is responsible?</b><br><i>Who is in charge of making sure this happens?</i> |
|   |  |  |

### B. Antecedent Interventions/Strategies

Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the antecedent. The antecedent (trigger) is located in box 2 of your Competing Behavior Pathway Matrix.

| What will the adults in the environment do to prevent the problem behavior?  |  |  |
|--|--|--|
| <b>Identified Antecedent (trigger)</b><br><i>Identified in box 2 of the CBP. What happens immediately before problem behavior?</i> | <b>Plan to remove or minimize/neutralize</b> | <b>Who is responsible?</b><br><i>Who is in charge of making sure this happens?</i> |
|  |  |  |



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## STEP 4: REPLACEMENT BEHAVIOR - TEACHING

### Replacement Behavior

*This is located in box 7 of your CBP and Step 2B.*

*What can the team teach immediately, that matches function of behavior?*

### Plan to Teach

*How will behavior be modeled? How will behavior be practiced?  
How will behavior be prompted (if needed) in the moment until mastery?*

### Plan to reinforce replacement behavior

*How will this behavior be reinforced? How will the student get their need met right away?*

### Responsible team member

*Who is responsible for teaching replacement behavior?*

## STEP 5: CONSEQUENCES/RESPONSE - HOW TO RESPOND TO BEHAVIOR

| Behavior  |  |
|---|--|
| <b>Replacement Behavior</b>   |  |
| <br><br><br><br><br>  |  |
| <b>Problem Behavior</b>   |  |
| <br><br><br><br><br>  |  |
| Response  |  |
| <b>Plan to reinforce replacement behavior.</b>  |  |
| <i>How will replacement behavior be immediately reinforced and match function of behavior?</i>  |  |
| <br><br><br><br><br>  |  |
| <b>Plan to respond to problem behavior.</b>   |  |
| <i>How will adults respond to problem behavior? How will reinforcement for problem behavior be minimized?<br/>How will adults redirect to replacement behavior?</i> |  |
| <br><br><br><br><br>  |  |
| <b>Additional reinforcement plans.</b> <i>What other reinforcement will help the student be successful?</i>   |  |
| <br><br><br><br><br>  |  |
| <b>Who is responsible for responding?</b> _____   |  |



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## STEP 6: PLAN FOR PROGRESS MONITORING

### A. Annual IEP Goal

*Annual goal(s) that will be addressed through this Behavior Intervention Plan.  
 Annual goal should be created based on needs identified through the FBA and/or BIP process.  
 The IEP goal should address the identified Replacement Behavior.  
 The Annual goal should match the goal listed in the IEP. Amendment to the IEP may be necessary.*

Given

\_\_\_\_\_ will

in *(insert mastery criteria)*

| Objective/Benchmark 1 | Objective/Benchmark 2 | Objective/Benchmark 3 |
|-----------------------|-----------------------|-----------------------|
|                       |                       |                       |





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## STEP 6: PLAN FOR PROGRESS MONITORING

### B. Data Collection

*Teams should consider collecting data on both reduction of the Problem Behavior and the increase in Replacement Behavior.*

**How will behavior be measured?** *Frequency, duration, rate, etc...*

**When will behavior be measured?** *Daily, weekly probe, 10 min intervals, etc...*

**Who will collect data and in what settings?** *Who is responsible for collecting?*

**What are mastery criteria?** *What does it look like when this goal is met?*

### C. Implementation Monitoring

*What is the team's plan for monitoring fidelity in implementation?*

## STEP 7: CRISIS PLAN CONSIDERATION

### A. Does this student's problem behavior require a Crisis Plan?

- *Yes (Attach Crisis Plan Form)*
- *No (Provide Rationale)*



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## BIP AT A GLANCE

### Preventative Strategies

Blank area for Preventative Strategies.

### Replacement Behavior

Blank area for Replacement Behavior.

### Response to Problem Behavior and Other Reinforcement

Blank area for Response to Problem Behavior and Other Reinforcement.