Behavior Intervention Plan: CHEAT SHEET

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<th>Student’s Name:</th>
<th>School Name:</th>
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<th>Student’s DOB:</th>
<th>School District:</th>
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<th>Student’s ID:</th>
<th>Date BIP Written:</th>
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**Description of Target Behavior (operationally defined, easily observable and measurable, includes examples and nonexamples):**

Copy exactly from FBA Template “Description of Target Behavior”

**Hypothesis (developed based on information gathered during the FBA):**

Copy exactly from FBA Template “Hypothesis”

**Antecedent Modifications (What can be done to prevent the occurrence of the fast triggers? Describe the modifications in enough detail for them to be implemented):**

- Look at “Day/Time”, “Setting Events”, “Antecedent Events” from FBA Template –
- What can be changed or added to PREVENT the behavior from ever occurring?
- Also, see “Function Based Interventions Matrix”

**Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome) How will the replacement behavior be taught to the student?:**

- This should be a NEW or shaped behavior that has the same outcome for the student. For example, if the student escapes by eloping, he should be taught instead to ask for a break.
- The Replacement Behavior should make it easier to access the function (escape, attention, tangible, sensory) than the Target Behavior (the interfering behavior)
- See Function Based Interventions Matrix

**Strategies for Reinforcing Replacement Behavior (What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?):**
How will you make it more rewarding for the student to access the function of behavior easier than exhibiting the Target Behavior? Be specific!

**Strategies for Reducing the Target Behavior (What will be the response be should the target behavior occur? This response should not maintain the behavior):**

- Traditionally, this has been called “Consequences”. However, the word consequence has a negative connotation and is often is mistaken for “Punishment”.
- Instead, this is how staff will react when the Target Behavior occurs.
- This response should not maintain the behavior. In other words, if the function of behavior is **attention**, then staff response should NOT be to verbally redirect, or give one on one, as it would maintain the behavior.
- Another example is: If the function of the behavior is **escape**, then staff response should not be to call parents to come get the child, as it would maintain the behavior.
- See “Function Based Interventions Matrix”

**Crisis Plan (Should the strategies for reducing the target behavior not be effective or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how should others respond? Describe in a manner such that the procedures could be implemented by anyone who reads the crisis plan.):**

Check with your district. This MAY include Mindset, but more often it will include things like:

- How long will staff let behavior go on before intervening?
- When does staff need to remove other students from area?
- When does the SRO need to be called?
- When does the parent need to be called?
- When does administration need to be involved?

This can be a step-by-step plan.

**Data Collection and Monitoring of the Target and Replacement Behaviors (What type of data will be collected, when, and by whom? Once the data are collected, how often will the data be monitored and by whom? Based on the data, how often will updates be made to the BIP?):**

- Be specific

**Staff Training and Monitoring (Who is responsible for training others to implement this BIP? What is the**
process for training others to implement this plan? How often will staff be observed to ensure they are implementing this plan as written [fidelity of implementation]? When will this plan be reviewed again?):

- Be specific