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| **DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA**  **DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA**  17800 HIGHWAY 18 • APPLE VALLEY, CA 92307  (760) 552-6700 • (760) 242-5363 FAX  **Behavioral Intervention Plan (BIP)**  For behavior interfering with student’s learning or the learning of his/her peers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| This BIP attaches to: | | | | | | | | | | IEP Date: | | | | | | | |  | | | | 504 Plan Update: | | | | | | | | | | | |  | | | | | | | | Team Meeting Date: | | | | | | | | | | | |  | | | | |
| Student Name: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | Today’s Date: | | | | | | | |  | | | | | | | Next Review Date: | | | | | | | | | |  | | | | |
|  | **1.** | | | **The behavior impeding learning is:** *(Describe what it looks like.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.** | | | **It impedes learning because:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **3.** | | | **The need for a Behavioral Intervention Plan:** | | | | | | | | | | | | | | | | | | | **Early Stages** | | | | | | | | | | | **Moderate** | | | | | | | | | **Serious** | | | | | | | | | | **Extreme** | | | | | |
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| **4.** | | | **The frequency/intensity/duration of behavior:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | **Reported by:** | | | | | | | | | | |  | | | | | | | | | | | | | | | **and/or** | | | | **Observed by:** | | | | | | | | |  | | | | | | | | | | | | | | | |
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| **PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Observation & Analysis** | **5.** | | | **Indicate the predictors for the behavior:** *(List 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.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **6.** | | | **Indicate what supports the student using the problem behavior:** *(List what is missing in the environment and curriculum, or what is in the environment and curriculum that needs changing: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | **Remove Student’s Need to Use the Problem Behavior** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |
| **Intervention** | **7.** | | | **Indicate the environmental changes, structure, and supports necessary to remove the student’s need to use this behavior:** *(List changes in physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice to remove likelihood of behavior.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Who will establish?** | | | | | | | | | | |  | | | | | | | | | | | **Who will monitor?** | | | | | | | | | |  | | | | | | | | | | | | | **Frequency?** | | | | | | |  | | |
| **alternatives part ii: functional factors and new behaviors to teach and support** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Observation & Analysis** | **8.** | | | **The team believes the behavior occurs because:** *(State the function of behavior in terms of getting or avoiding/escaping something.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | **Accept a Replacement Behavior that Meets Same Need** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |
| **9.** | | | **The team believes the student should do the following instead of the problem behavior:** *(List how the student should get or avoid/escape to get his/her need met in an acceptable way.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Intervention** | **10.** | | | **The teaching strategies, curriculum, or materials needed:** *(List successive teaching steps for students to learn replacement behaviors.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Who will establish?** | | | | | | | | | | |  | | | | | | | | | | **Who will monitor?** | | | | | | | | | |  | | | | | | | | | | | | | | **Frequency?** | | | | | | |  | | |
| **11.** | | | **Indicate the reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Selection of reinforcers based on:** | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Reinforcers for using replacement behavior** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Reinforcers for general increase in positive behaviors** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **By whom?** | | | | | | |  | | | | | | | | | | | | | | | | | | | | | **Frequency?** | | | | | |  | | | | | | | | | | | | | | | | | | | | |
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| **effective reaction part iii: reactive strategies** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EFFECTIVE REACTION PART III: REACTIVE STRATEGIES** | **12.** | | | **The strategies that will be employed if the problem behavior occurs again:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | **a.** | **Prompt student to switch to the replacement behavior:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | **Who will establish?** | | | | | | | | | | | | |  | | | | | | | | **Who will monitor?** | | | | | | | | | |  | | | | | | | | | | | | | | **Frequency?** | | | | | | |  | | |
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|  | | | **b.** | **Describe how staff should handle the situation if the problem behavior continues to occur and/or escalate:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | **Who will establish?** | | | | | | | | | | | | |  | | | | | | | | **Who will monitor?** | | | | | | | | | |  | | | | | | | | | | | | | | **Frequency?** | | | | | | |  | | |
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|  | | | **c.** | **Positive discussions with student after behavior ends:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | **Who will establish?** | | | | | | | | | | | | |  | | | | | | | | **Who will monitor?** | | | | | | | | | |  | | | | | | | | | | | | | | **Frequency?** | | | | | |  | | | |
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|  | | | ***\*OPTIONAL*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | **d.** | **\*Any necessary further classroom or school consequences:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Who will establish?** |  | **Who will monitor?** |  | **Frequency?** |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **OUTCOME PART IV: BEHAVIORAL GOALS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **13.** | | | **Behavior Goal(s):** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **a.** | | | | | | **required: Functionally Equivalent Replacement Behavioral (FERB) Goal** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **By when** | | | | | | **Who** | | | | | | | **Will do X behavior**  **(line 9)** | | | | | | **For the purpose of Y (line 8)** | | | | **Instead of Z behavior (line 1)** | | | | | | | | | **For the purpose of Y (line 8)** | | | | | | | | **Under what**  **conditions** | | | | | | | **At what level of proficiency** | | | | | | **As measured by whom and how** | | | |
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| **b.** | | | | | | **ADDITIONAL GOAL: increase general positive or decrease problem behavior** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **By when** | | | | | | | | **Who** | | | | | | | | | | | **Will do what or will**  **NOT do what** | | | | | | | | **Under what conditions** | | | | | | | | | | | **At what level of proficiency** | | | | | | | | | | | | **Measured by whom**  **and how** | | | | | | |
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| **c.** | | | | | | **ADDITIONAL GOAL: Increase general positive or decrease problem behavior** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **By when** | | | | | | | | **Who** | | | | | | | | | | | **Will do what or will**  **NOT do what** | | | | | | | | **Under what conditions** | | | | | | | | | | | **At what level of proficiency** | | | | | | | | | | | | **Measured by whom**  **and how** | | | | | | |
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|  | The above behavioral goal(s) are to increase the use of replacement behavior and may include: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | Goal(s) to reduce frequency of problem behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | Goal(s) to develop new general skills that remove the student’s need to use the problem behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Observation and Analysis Conclusion** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Are curriculum accommodations or modifications also necessary? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Yes | | |  | | | | No | | | |
|  | | | Where described: | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
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|  | | | Are environmental supports/changes necessary? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Yes | | |  | | | | No | | | |
|  | | | Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Yes | | |  | | | | No | | | |
|  | | | Are both teaching of new replacement behavior AND reinforcement needed? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Yes | | |  | | | | No | | | |
|  | | | This BIP is to be coordinated with the service plans of other agencies? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Yes | | |  | | | | No | | | |
|  | | | Person responsible for contact between agencies: | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
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| **communication part v: communication provisions** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **14.** | | | **The manner and content of communication:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Who** | | | | | | | | | | **Under what condition(s)**   1. **Contingent?** 2. **Continuous?** | | | | | | | | | | **Delivery manner** | | | | | | | | | | **Expected frequency** | | | | | | | | | **Content** | | | | | | | | | | **How will this be two-way communication?** | | | | | | | |
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|  | **Who** | | | | | | | | | | **Under what condition(s)**   1. **Contingent?** 2. **Continuous?** | | | | | | | | | | **Delivery manner** | | | | | | | | | | **Expected frequency** | | | | | | | | | **Content** | | | | | | | | | | **How will this be two-way communication?** | | | | | | | |
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|  | **Who** | | | | | | | | | | **Under what condition(s)**   1. **Contingent?** 2. **Continuous?** | | | | | | | | | | **Delivery manner** | | | | | | | | | | **Expected frequency** | | | | | | | | | **Content** | | | | | | | | | | **How will this be two-way communication?** | | | | | | | |
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| **PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | Student: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Date: | | | |  | | | | | | | | | |
|  | | Parent/Guardian: | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Date: | | | |  | | | | | | | | | |
|  | | Parent/Guardian: | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Date: | | | |  | | | | | | | | | |
|  | | Educator/Title: | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Date: | | | |  | | | | | | | | | |
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|  | | Administrator: | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Date: | | | |  | | | | | | | | | |
|  | | Other: | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Date: | | | |  | | | | | | | | | |
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