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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** |
|  |  |
| **4.** | **The frequency/intensity/duration of behavior:**       |
|  | **[ ]  Reported by:** |       | **and/or** | **[ ]  Observed by:** |  |
|  |
| **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:** |       |
|       |
| **[ ]  Reinforcers for using replacement behavior** | **[ ]  Reinforcers for general increase in positive behaviors** |
| **By whom?** |       | **Frequency?** |       |
|  |  |  |  |  |  |
| **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:**       |
|  |
|  | **Who will establish?** |       | **Who will monitor?** |       | **Frequency?** |       |
|  |  |
|  | **b.** | **Describe how staff should handle the situation if the problem behavior continues to occur and/or escalate:**       |
|  |
|  | **Who will establish?** |       | **Who will monitor?** |       | **Frequency?** |       |
|  |  |
|  | **c.** | **Positive discussions with student after behavior ends:**       |
|  |
|  | **Who will establish?** |       | **Who will monitor?** |       | **Frequency?** |       |
|  |  |
|  |  |  |
|  | ***\*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** |
|  |  |  |  |  |  |  |  |  |  |
|  | **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** |
|  |       |       |       |       |       |       |       |       |       |
|  |  |  |
| **b.** | **ADDITIONAL GOAL: increase general positive or decrease problem behavior** |
|  |  |
|  | **By when** | **Who** | **Will do what or will****NOT do what** | **Under what conditions** | **At what level of proficiency** | **Measured by whom****and how** |
|  |       |       |       |       |       |       |
|  |  |  |
| **c.** | **ADDITIONAL GOAL: Increase general positive or decrease problem behavior** |
|  |  |  |  |  |  |  |
|  | **By when** | **Who** | **Will do what or will****NOT do what** | **Under what conditions** | **At what level of proficiency** | **Measured by whom****and how** |
|  |       |       |       |       |       |       |
|  |  |  |
|  | 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 |
|  |  |
| **Observation and Analysis Conclusion** |
|  | Are curriculum accommodations or modifications also necessary? | [ ]  | Yes | [ ]  | No |
|  | Where described: |       |  |
|  |       |  |
|  | 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: |       |  |
|  |  |  |  |
| **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?** |
|  |       |       |       |       |       |       |
|  |  |  |
|  | **Who** | **Under what condition(s)**1. **Contingent?**
2. **Continuous?**
 | **Delivery manner** | **Expected frequency** | **Content** | **How will this be two-way communication?** |
|  |       |       |       |       |       |       |
|  |  |  |  |  |  |  |
|  | **Who** | **Under what condition(s)**1. **Contingent?**
2. **Continuous?**
 | **Delivery manner** | **Expected frequency** | **Content** | **How will this be two-way communication?** |
|  |       |       |       |       |       |       |
|  |  |  |  |  |  |  |
| **PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT** |
| [ ]  | Student: |  | Date: |       |
| [ ]  | Parent/Guardian: |  | Date: |       |
| [ ]  | Parent/Guardian: |  | Date: |       |
| [ ]  | Educator/Title: |  | Date: |       |
| [ ]  | Educator/Title: |  | Date: |       |
| [ ]  | Educator/Title: |  | Date: |       |
| [ ]  | Administrator: |  | Date: |       |
| [ ]  | Other: |  | Date: |       |
| **[ ]**  | Other: |  | Date: |       |