

Behavior Intervention Plan - 1

Student: _____ DOB: _____ Age: _____ Student ID: _____

Service school: _____ Sp ed staff: _____ Grade: _____ Plan date: _____

TARGETED PROBLEM BEHAVIOR

SAMPLE

HYPOTHESIZED FUNCTION OF THE PROBLEM BEHAVIOR

DESIRED REPLACEMENT BEHAVIOR

METHODS USED TO TEACH THE REPLACEMENT BEHAVIOR

- direct instruction social skills training anger management use of mentors
- provide cues role playing modeling
- behavior contract stress management decision-making training

Other: _____

METHODS USED TO MEASURE PROGRESS

- direct observation weekly behavior sheet self-monitoring
- daily behavior sheet charting/graphing number of discipline referrals

Other: _____

POSITIVE CONSEQUENCES FOR DISPLAYING THE REPLACEMENT BEHAVIOR

- verbal praise/attention free time earned privileges
- positive phone call home immediate feedback positive visit to administrator
- computer time tangible rewards

Other: _____

NEGATIVE CONSEQUENCES FOR DISPLAYING INAPPROPRIATE BEHAVIOR

- phone call home level drop/loss of points planned ignoring physical management
- send to office loss of privileges verbal reprimand escort to another area
- time out loss of an activity detention suspension

Other: _____

Behavior Intervention Plan - 2

Student: _____ Date of birth: _____ Plan date: _____

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"/> provide alternate recess |
| <input type="checkbox"/> frequent reminders/prompts | <input type="checkbox"/> avoid strong criticism | <input type="checkbox"/> avoid physical contact |
| <input type="checkbox"/> frequent breaks/vary activities | <input type="checkbox"/> predictable, routine schedule | <input type="checkbox"/> provide cooling off period |
| <input type="checkbox"/> teacher/staff proximity | <input type="checkbox"/> specified study area | <input type="checkbox"/> provide highly-structured setting |
| <input type="checkbox"/> reprimand the student privately | <input type="checkbox"/> preferential seating | <input type="checkbox"/> communicate regularly with parents |
| <input type="checkbox"/> modify assignments | <input type="checkbox"/> avoid power struggles | |
| <input type="checkbox"/> review rules & expectations | <input type="checkbox"/> specifically define limits | |

Other: _____

PERSONS RESPONSIBLE FOR IMPLEMENTING THE PLAN

- | | | | |
|---|------------------------------------|---|---|
| <input type="checkbox"/> general education teacher(s) | <input type="checkbox"/> parent | <input type="checkbox"/> school administrator | <input type="checkbox"/> behavior intervention specialist |
| <input type="checkbox"/> special education teacher(s) | <input type="checkbox"/> counselor | <input type="checkbox"/> classroom assistant | <input type="checkbox"/> related service provider |

Other: _____

BEHAVIOR PLAN DEVELOPERS	SIGNATURES DOCUMENTING PARTICIPATION
Parent/guardian/surrogate	
Student	
General education teacher	
Special education teacher	
Person interpreting evaluation results	
District/school representative	
Related service provider	
Other	

Review date:	<input type="checkbox"/> Outcome achieved	<input type="checkbox"/> Continue interventions	<input type="checkbox"/> Discontinue interventions
Review date:	<input type="checkbox"/> Outcome achieved	<input type="checkbox"/> Continue interventions	<input type="checkbox"/> Discontinue interventions
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