

Behavior Intervention Plan Desk Reference with Guiding Information

BIP Guiding Questions		4a. Desired behavior: The general behavioral expectation	
2a. Setting Events (Slow Triggers)	3a. Antecedents (Fast Triggers)	1a. Problem Behavior	1b., 1c. Maintaining Consequence w/Function
<ul style="list-style-type: none"> Things that <u>by themselves would not cause the behavior</u>, but will set the behavior off when paired with the antecedent event ("set the stage") Often things we can't see: fatigue, hunger, illness, change in routine, difficulty on the bus The same event can be either and antecedent event or setting event depending on the immediacy of the behavior 	<ul style="list-style-type: none"> Antecedents are the events that <u>immediately precede the problem behavior and leads directly</u> to the occurrence of the behavior There is always an antecedent event associated with a problem behavior, but that event is not always readily observable 	<ul style="list-style-type: none"> Include clear description of the behavior Include frequency and duration Include severity 	<ul style="list-style-type: none"> The current consequences that maintain the behavior. All your interventions need to consider the function of the behavior. Interventions not matched to function will not work If you match intervention to function and it fails, consider the accuracy of your function
2b. Setting event manipulations	3b. Antecedent manipulations/modifications	4b. Alternative Replacement behaviors	5b. Consequences (how to respond to inappropriate behaviors)
<ul style="list-style-type: none"> How can we restructure the environment to prevent problem behaviors from occurring in the first place Modify or eliminate problem antecedent and/or setting events Introduce positive antecedents/setting events associated with desirable behaviors 	<ul style="list-style-type: none"> How can we restructure the environment to prevent problem behaviors from occurring initially Modify or eliminate problem antecedent and/or setting events Introduce positive antecedents/setting events associated with desirable behaviors 	<ul style="list-style-type: none"> When a problem situation arises, what replacement skill could the student use? <ul style="list-style-type: none"> Must serve the same function as the problem behavior Is as efficient or more efficient than the problem behavior Socially acceptable "Acceptable" behaviors at this point may not mean what everyone else is doing 	<ul style="list-style-type: none"> Goals of Consequence Interventions <ul style="list-style-type: none"> Reduce the desired outcome (make behaviors ineffective and inefficient) Prevent escalation of problem behavior Provide natural or logical consequences Teach alternative appropriate behavior Instructional procedure Teach alternative behavior Extinction Discontinues reinforcement for inappropriate behavior Differential reinforcement Provides reinforcement for appropriate behavior Negative punishment Removes preferred items or activities Positive punishment Provides something unpleasant
		4c. Skills to be taught to support replacement behaviors	5a. Consequences (how to respond to acceptable replacement behaviors)
		<ul style="list-style-type: none"> What underlying skills are needed to help the student cope with difficult or frustrating situations that cannot or should not be changed (coping and tolerance)? What cognitive and behavioral skills are required for a student to perform the expected behavior in the expected situations? What general skills (social, communication, leisure, academic) might prevent the situation 	<ul style="list-style-type: none"> The reinforcer for the replacement skill must be the same <u>quality</u> or better quality than the outcome produced by the problem behavior The <u>response</u> to the replacement behavior must be as immediate, or more immediate than, the response to the problem behavior Respond with <u>consistency</u> every time the student engages in the replacement behavior
6. Are restrictive procedures part of the plan:	<ul style="list-style-type: none"> Which RP will be used? Are there any physical or psychological contraindications for the use of the RP? How does the parent want to be notified? 		
7. Plan for data collection and review:			