



Behavior Intervention Plan Guidance

Supplement to BIP Desk Reference Guide

1a. Target behavior (Maximum of 3, label each behavior separately and include frequency, duration, and severity):

- Include clear description of the behavior
- Include frequency and duration
- Include severity
- This can come straight from your FBA summary if one was recently completed

1b. Maintaining consequences for each behavior (what responses are reinforcing the behavior, label each behavior separately):

- 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
- This can come straight from your FBA summary if one was recently completed

1c. Function for each behavior:

- If you match intervention to function and it fails, consider the accuracy of your function
- This can come straight from your FBA summary if one was recently completed

2a. Setting events/Slow triggers (Things that by themselves would not cause the behavior, but will set the behavior off when paired with the antecedent event):

- Things that by themselves would not cause the behavior, 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 an antecedent event or setting event depending on the immediacy of the behavior
- This can come straight from your FBA summary if one was recently completed

2b. Setting event manipulations/modifications:

- 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

3a. Antecedents/Fast triggers (Triggers that immediately precede the problem behavior):

- Antecedents are the events that immediately precede the problem behavior and leads directly 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
- This can come straight from your FBA summary if one was recently completed

3b. Antecedent manipulations/modifications:

- 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

4a. Desired behavior (General expected behavior, label each behavior separately)

4b. Acceptable alternate replacement behavior (What we want the student to do right now instead of the problem behavior. Must have the same function as the target behavior, label each behavior separately):

- When a problem situation arises, what replacement skill could the student use?
 - **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

4c. Skills to be taught to support replacement behaviors (what underlying skills are needed for the student to utilize replacement behaviors):

- 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 problem situation

5a. Consequences (How we will respond to acceptable replacement behaviors)

- The reinforcer for the replacement skill must be the same quality or better quality than the outcome produced by the problem behavior
- The response to the replacement behavior must be as immediate, or more immediate than, the response to the problem behavior
- We must respond with consistency every **time** the student engages in the replacement behavior

5b. Consequences (How we will respond to inappropriate behaviors)

- Goals of Consequence Interventions
 - 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

6. Are restrictive procedures part of the plan? (Define which restrictive procedures will be used. Are there any physical or psychological contraindications for the use of the restrictive procedures? How will the parent be notified?)

- If restrictive procedures are included in the plan, the above questions must be answered based upon state statute.

7. Plan for data collection and review: The BIP must be reviewed annually or sooner if the student's behavior continues to escalate and current plan is not effective, or if the student is suspended and a manifestation determination is needed.