

Check Attending District:

___ Enterprise School District #21
201 SE Fourth
Enterprise, OR 97828
541 426-3193

___ Joseph School District #6
P.O. Box W
Joseph, OR 97846
541 432-7311

___ Wallowa School District # 12
P.O. Box 425
Wallowa, OR 97885
541 886-2061

___ Troy School District #54
66247 Redmond Grade Ln
Enterprise, OR 97828
541 828-7788

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Student Name _____ Date _____

Behavior Intervention Plan

Date of Meeting _____

Behavior of concern as identified in the FBA: _____

Hypothesis Statement: _____

This behavior can be attributed primarily to a

- ___ **skill deficit** (is mainly an instructional issue). The student does not have the necessary skills to perform the desired behavior
- ___ **performance deficit** (is mainly a motivational issue). The student has the necessary skill to perform the desired behavior, but fails to do so

Skill and Performance areas to be Taught

Based on the FBA's hypothesis, check the skill areas that will be the focus of the BIP.

Skill Deficit

- | | | |
|--|--|--|
| ___ skills for gaining attention of others | ___ skills for responding appropriately to demands or requests | ___ Skills for working cooperatively with peers |
| ___ skills for responding appropriately to tasks that appear too difficult, too easy or boring | ___ skills for coping with and for participating in activities | ___ Strategies for coping with sensory input |
| ___ skills for interacting with people, even those he/she may want to avoid | ___ skills for dealing with situations that require physical effort | ___ skills for responding appropriately to adult directives and requests |
| ___ skills for dealing with negative interactions | ___ skills for managing and increasing time on task and/or work output | ___ skills for communicating needs and expressing feelings |
| ___ skills for friendship and peer relations | ___ other: _____ | |

Performance Deficit

- | | | |
|---|--|--|
| ___ develop reinforcement system for appropriate behavior | ___ teach student to self-manage and self-reward appropriate behaviors | ___ teach student to recognize his/her successes and to celebrate them |
| ___ other: _____ | | |

Behavior to be Developed or Strengthened

Briefly describe exactly what the student will be taught. _____

Who will teach the behavior?

- | | | |
|-------------------------------|---|----------------------|
| ___ special education teacher | ___ general education teacher | ___ school counselor |
| ___ instructional assistant | ___ outside agency (e.g., drug and alcohol treatment) | ___ other: _____ |

How will the behavior and related skills be taught? (check all that apply)

- | | | |
|-------------------------|------------------------------|-----------------------------|
| ___ direct instruction | ___ small group instruction | ___ large group instruction |
| ___ 1:1 instruction | ___ through use of role play | ___ through drawing |
| ___ through discussions | ___ through modeling | ___ other: _____ |

Where will the behaviors be taught?

- | | | |
|---------------------------------|---------------------------------|-----------------|
| ___ special education classroom | ___ general education classroom | ___ other _____ |
|---------------------------------|---------------------------------|-----------------|

When will the behaviors be taught? _____

Where will the behaviors be practiced?

- | | | |
|---------------------------------|---------------------------------|----------------------------|
| ___ special education classroom | ___ general education classroom | ___ cafeteria |
| ___ playground | ___ parking lot | ___ gymnasium/sports field |
| ___ hallway | ___ other: _____ | |

Student Name _____

Date _____

How will the behavior be reinforced (extrinsic: verbal praise/reinforcers; intrinsic: self-monitoring/student reflection)? _____

How will staff respond to the behavior if it occurs? (e.g., proximity control, private conference with the student, giving the student choices, providing the student private space and “cool down” time, redirecting the student’s behavior) _____

Consequences if the behavior continues or escalates (check all that apply)

communication is sent home parents are called is restrained
 is removed or suspended from school is sent to the office/counselor security is called
 altered schedule is developed receives a disciplinary referral other: _____

Is a crisis intervention or aversive plan needed? yes no If yes, specify

Monitoring and Assessment

When will the student performance of the behavior be monitored? (check all that apply)

before school after school during extracurricular activities
 before lunch or recess during lunch or recess after lunch or recess
 during morning classes during afternoon classes during passing periods
 during assemblies other: _____

How will student progress be monitored?

checklists/rating scales observations point sheets student conferences other: _____

How often will student progress be monitored? daily weekly monthly

Who will monitor student progress? special education teacher other _____

How will outcomes be reported? chart form summary statement other: _____

Student Name _____

Date _____

Adjusting the Learning Environment to support the Development of Positive Behaviors

Check all interventions to be put into place or continued to support the student's development of positive behaviors.

Documentation of interventions (e.g., behavior reports sent home, contracts) is to be housed in the teacher file.**Rules and Consequences** school/classroom rules are posted, enforced, and reviewed student and parents have been informed of consequences for violation of school/classroom rules/policies**Environmental Considerations** room is arranged to promote positive behavior group and individual learning areas are available in the classroom there is calm place where the child can choose to go as necessary distractions are limited**Curricular and Instructional Accommodations** curriculum is at an appropriate level of difficulty Instructions are presented orally and in writing with for check-ins student understanding assignments are adjusted (e.g., more time, fewer items) instructional approaches are varied Information is presented in visual/auditory formats instruction is broken down into steps and clustered into short-learning segments with breaks study skills and organization skills are taught child is offered choices**Communications between Home and School** parents are contacted concerning behavioral incidents behavior report is sent home to parents conferences are held with parents home reinforces school behavior**Social Skills** instruction in social communication is provided (e.g., pragmatics) instruction in problem solving is provided instruction in social skills is provided (e.g., friendship, working in groups) (e.g., steps in problem solving and alternative strategies) instruction in conflict resolution skills is provided (e.g., using I statement, negotiating)**Behavioral Accommodations** classroom routines are clearly established and reviewed student is allowed to move about the room or stand when completing work as appropriate behavior management system is in place a behavior contract is implemented classroom schedule is clearly established each day students are prepared for transitions self-management techniques are implemented student has permission to remove him/herself from the group when anxious frustrated, angry, etc daily/weekly charting of behavior paired with reinforcement is in place a point or level system is implemented feedback and reinforcers are provide