

Child's Name:  
Date of Meeting:

Student ID:  
Date of Implementation:

Grade:

**Sources of Information:**

List sources of information used in the FBA, both formal and informal, to develop this plan.

**Strength Based Profile**

Identify skills and interests, positive relationships, pro-social behaviors, family and community supports.

**Functional Behavioral Assessment (FBA) Summary Statement**

Describe the specific problem behavior as outlined on the FBA and create a hypothesis/summary statement about the specific behavior utilizing the information on the FBA.

**BIP Strategies/Outcomes Worksheet**

Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

**Setting Event Strategies**

(reducing impact of setting events)

**Antecedent Strategies**

(decreased likelihood that behavior will occur)

**Behavior Teaching Strategies  
[Alternative Behaviors]**

(increases the likelihood that the appropriate replacement behavior will occur through instruction)

**Reinforcement Strategies  
[Consequence]**

(when student demonstrates the desired behavior, the need behind the behavior is met.)

**DEVELOP AN ACTION PLAN\***

**A. Goal Statement** (Use one page for each goal.)

Intervention/Skills

Who Implements?

How Long?

Data Used to Measure Progress?

Who Collects Data

Who Monitors During Implementation?

Review Schedule

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Parent provided a copy of plan

**Instructions:**

**What are behavior intervention plans?**

**Behavior intervention plans are teaching tools.**

There are four areas of focus in a behavior intervention plan: (1) Adjustment of environmental factors; (2) Decrease of interfering behaviors; (3) Acquisition of replacement behaviors; and (4) Strengthen existing skills. All behavior intervention plans should include proactive approaches to changing behavior. The purpose of a behavior intervention plan is to ensure the environment is conducive to learning and to teach the student what “to do instead.”

**The design of behavior intervention plans leads to positive outcomes for students.**

The behavior intervention plan is developed as a means of coordinating intervention activities. Discipline, when used as a proactive approach in the behavior intervention planning process, addresses the cause of the behavior and helps to create a safe, positive learning environment for all. Effective discipline provides appropriate logical consequences for behavior and results in long-term positive behavioral changes. Discipline does not focus on the behavior in isolation or “quick fixes.” Rather, it is a learning process that provides the child with an opportunity to learn new skills so that he/she can be an effective student.

**The behavior intervention planning process is a collaborative problem solving approach involving all stakeholders.**

A behavior intervention plan serves as a communication tool developed by a team that is made up of “stakeholders.” Stakeholders, as used in this context, may mean the student, the parents/family members, general and special educators who work with the student, peers, a key administrator and support service providers who may provide support services. These individuals know the student best and are essential to behavior planning.

**How should the functional behavioral assessment be conducted in the behavior intervention planning process?**

Functional behavioral assessment is a collaborative problem-solving process that is used to describe the “function” or purpose that is served by a student’s behavior. Understanding the “function” that an impending behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

The collaborative problem-solving process is the foundation for many team processes in education including the IEP planning process, functional behavior assessment, behavior intervention planning process and intervention-based assessment.

The following sections outline a systematic collaborative problem solving process to guide behavior intervention planning, either as a component of the IEP or as an intervention plan for a student with or without a disability.