

Model Behavior Intervention Plan

Last name: _____

Birth day: _____

First name: _____

Date: _____

Gender: _____ Age: _____

Grade: _____

Check if applicable:

special education services

504 plan

If special education services or 504 plan, list disabilities:

Problem Behavior(s) to Address

(The description should include frequency, location, intensity, and duration of behaviors)

Behavior	Description	Function (if FBA completed)

Describe any circumstances in which this problem behavior is likely to occur

Antecedents:

Setting Events:

Reactions to behaviors:

Replacement Behavior

(The positive replacement behaviors that will be taught. Make sure the new behavior meets the same function.)

Behavior	Description	Goal

Prevention Strategies and Interventions

(e.g., visual boundaries, materials available, organization systems, written/picture schedule, one-step directions, copies from notes instead of board, pre-requisite skills are being targeted, reinforcement systems)

Antecedents (environment, curriculum/ instruction, activity,):

Setting events (physical state):

Teaching of replacement behavior:

Response Strategies

(i.e., focus on what staff will do in response to the behavior to decrease/ de-escalate the problem behaviors)

Behavior	Response Procedure
Behavior	Response Procedure

Crisis Plan: Does the student demonstrate the need for a crisis or safety plan Yes No

Those who need to be notified of crisis:

Safety plan strategies:

Student will:

Staff will:

Behavior	Response Procedure

Progress Monitoring Plan

Data to be collected	Source of Data	By Whom	When
<input type="checkbox"/> Frequency data			
<input type="checkbox"/> Duration data			
<input type="checkbox"/> Intensity data			
<input type="checkbox"/> Fidelity review data			

Parent communication plan

(e.g., method for regularly communicating progress to parent, such as sending home/emailing some kind of weekly report or summary):

Review Plan

(e.g., frequency staff will meet to review the progress monitoring and fidelity; frequency team may come back to together to review data and make decisions):