



Le Roy Central School District - Special Education Office
Behavior Intervention Plan (BIP)

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|--------------------------------|--|---|--|------------------|--|
| Student: | | DOB: | | Classification: | |
| Case Manager when BIP created: | | Case Manager Progress Monitoring BIP: (will change) | | Parent/Guardian: | |
| Program: | | Building: | | BIP completed: | |

1. Information directly from FBA

| | | | |
|--|---|---|--|
| {NYS Regulation [200.1(r)] | Problem Behavior - concrete, complete, clear, operational definition From FBA | Refusal to comply with instructions by an adult to complete a non-preferred direction/task/activity. This can look like quiet refusal, to verbally stating that he is not going to do something, to physical refusal, such as not moving/sitting. | |
| {NYS Regulation [200.22(b) (4), (4) (i), (4) (iii), (b) (5)] | Baseline Frequency *how often occur From FBA | Baseline data collected from: _____ to _____ Occurs on average | |
| | Baseline Duration *how long does it last From FBA | | 1- Duration of the period |
| | Baseline Intensity *force/energy of behavior From FBA | Mild: Moderate: Severe: | Mild Intensity Moderate Intensity Severe Intensity |
| | Baseline Latency *time from trigger to start of behavior From FBA | *Only include if applicable | N/A |
| {NYS Regulation [200.1(r)] | Global & Specific Hypothesis: | | |



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| Setting Event Strategies - How will adults neutralize the impact of the setting event(s) From FBA/additional strategies | Antecedent Strategies - How will adults change or neutralize the trigger to prevent the behavior? From FBA/additional strategies | Replacement Behavior, Skills, and Teaching Strategies From FBA/additional strategies | Consequence Strategies - How should adults respond to improve behavior (non-punitive) From FBA/additional strategies |
|--|---|---|---|
| {NYS Regulation [200.22(4)(ii) (b)] | | {NYS Regulation [200.22(a) (3)] | {NYS Regulation [200.22(4)(ii) (b) (4)(ii) (c,d)] |
| | | | |

Repeat table 1 for each problem behavior.

2. Evaluating Plan Effectiveness

*can be changed/adjusted

| | |
|--|--|
| Schedule to monitor plan effectiveness - meet to review data against prior periods and baseline - days/weeks not monthly/quarterly | |
| Which tools will be used to collect data? (must include frequency, duration and intensity data) | |
| How often will data be collected? Continuous collection, momentary time sampling, interval sampling, random sampling, etc. | |
| Team members to collect/record data? | |

3. Periodic Progress Monitoring Report

Data supporting student performance of measurable skills or alternative acceptable behaviors taught to meet the target goal.*Student progress may indicate the need to adjust the current behavior plan. Parent(s)/Guardians must be notified of all data, progress monitoring, and changes in the BIP.

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| Problem Behavior (from FBA): |
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| Baseline Data - occurrence of problem behaviors at baseline (from FBA) | 1st Progress Monitoring Review Date: *Data from current period | 2nd Progress Monitoring Review Date: *Data from current period | 3rd Progress Monitoring Review Date: *Data from current period | 4th Progress Monitoring Review Date: *Data from current period | 5th Progress Monitoring Review Date: *Data from current period | 6th Progress Monitoring Review Date: *Data from current period |
|--|---|---|---|---|---|---|
| Baseline Frequency From FBA | Frequency:. | Frequency: | Frequency: | Frequency: | Frequency: | Frequency: |
| Baseline Duration From FBA | Duration: | Duration: | Duration: | Duration: | Duration: | Duration: |
| Baseline Intensity From FBA | Intensity: | Intensity: | Intensity:. | Intensity: | Intensity: | Intensity: |
| Baseline Latency *if applicable From FBA | Latency: N/A | Latency: N/A | Latency: N/A | Latency: N/A | Latency: N/A | Latency: |
| | Compared to baseline, the problem behavior has _____ this month. | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has |
| | Use of replacement behavior and skills are | Use of replacement behavior and skills are | Use of replacement behavior and skills are | Use of replacement behavior and skills are | Use of replacement behavior and skills are | Use of replacement behavior and skills are |
| | Use of the desired behavior is | Use of the desired behavior is | Use of the desired behavior is | Use of the desired behavior is . | Use of the desired behavior is | Use of the desired behavior is. |



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| | Changes to be made to behavior plan: | Changes to be made to behavior plan: | Changes to be made to behavior plan: | Changes to be made to behavior plan: | Changes to be made to behavior plan: | Changes to be made to behavior plan: |
| | Additional Notes: | Additional Notes: | Additional Notes: | Additional Notes: | Additional Notes: | Additional Notes: |
| | Team members in attendance: | Team members in attendance: | Team members in attendance: | Team members in attendance: | Team members in attendance: | Team members in attendance: |
| | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: |

*Additional reporting periods may be necessary based on the schedule of the BIP progress monitoring.

4. Additional discussion points for all BIP Progress Monitoring Meetings:

- ★ If the behavior is not improving or is getting worse, review the fidelity of plan implementation (are we doing what we said we would do, the way we said we would do it?).
- ★ If the plan is being implemented with fidelity, and there is no increase in the use of replacement behaviors or a decrease in the use of problem behaviors, consider revisiting the strategies (revision may include eliminating or changing a strategy or adding additional strategies).
- ★ If the student is using the replacement behavior and skill almost exclusively in place of the problem behavior, consider adjusting the plan for a higher rate or quality of improvement (this may take the form of a new replacement behavior closer to the desired behavior)
- ★ If the student is successfully using the replacement behavior closest in quality to the desired behavior, consider revising the plan to move the child toward using the desired behavior in place of the replacement behavior.
- ★ If the student is using the desired behavior of acceptable levels, consult with the CSE on whether the behavior plan remains necessary and convene a CSE to formally discuss potential discontinuation of the BIP.

Problem Behavior **(from FBA)**:



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| Baseline Data - occurrence of problem behaviors at baseline (from FBA) | 7th Progress Monitoring Review Date: | 8th Progress Monitoring Review Date: | 9th Progress Monitoring Review Date: | 10th Progress Monitoring Review Date: | 11th Progress Monitoring Review Date: | 12th Progress Monitoring Review Date: |
|--|--|---|---|--|--|--|
| | | | | *Data from current period | *Data from current period | *Data from current period |
| Baseline Frequency From FBA | Frequency: | Frequency: | Frequency: | Frequency: | Frequency: | Frequency: |
| Baseline Duration From FBA | Duration: | Duration: N/A | Duration: | Duration: | Duration: | Duration: |
| Baseline Intensity From FBA | Intensity: al. | Intensity: N/A | Intensity:. | Intensity: | Intensity: | Intensity: |
| Baseline Latency *if applicable From FBA | Latency: N/A | Latency: N/A | Latency: N/A | Latency: | Latency: | Latency: |
| | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has | Compared to baseline, the problem behavior has |
| | Use of replacement behavior and skills are | Use of replacement behavior and skills are | Use of replacement behavior and skills are. | Use of replacement behavior and skills are <i>increasing/ decreasing</i> (explain) | Use of replacement behavior and skills are <i>increasing/ decreasing</i> (explain) | Use of replacement behavior and skills are <i>increasing/ decreasing</i> (explain) |
| | Use of the desired behavior is <i>increasing..</i> | Use of the desired behavior is <i>increasing.</i> | Use of the desired behavior is <i>increasing.</i> | Use of the desired behavior is <i>increasing/ decreasing</i> (explain) | Use of the desired behavior is <i>increasing/ decreasing</i> (explain) | Use of the desired behavior is <i>increasing/ decreasing</i> (explain) |



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| | Additional Notes: | Additional Notes | Additional Notes: | Additional Notes: | Additional Notes: | Additional Notes: |
| | Team members in attendance: | Team members in attendance: | Team members in attendance: | Team members in attendance: | Team members in attendance: | Team members in attendance: |
| | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: | Date sent to guardians & CSE office: |

*Additional reporting periods may be necessary based on the schedule of the BIP progress monitoring.

Copies: Student file

Teacher(s):

Parent(s)/Guardian(s):

Other:

Form Updated:1-29-2020