

Individual Behavior Plan

Section 3

Frequency:	times per	<input type="checkbox"/> week	<input type="checkbox"/> month
Duration:	<input type="checkbox"/> minutes	<input type="checkbox"/> hours	Group Size:
Person(s) Responsible:			

Progress Monitoring Measure 1:	Score Type:
Progress Monitoring Measure 2:	Score Type:

Baseline Date:	Target Date:
Baseline Score:	Target Score:

Behavior data can be monitored by collecting frequency counts, recording intervals, or anecdotal recording.

Frequency Counts: This direct observation method is a good strategy to use for behaviors that occur often in your classroom but not so often that they're too cumbersome to count. You can collect frequency data throughout the entire day or sample it for a quick snapshot during an allotted time period (e.g., tally how many times a student is out of their seat in a half-hour period).

Recording Intervals: For this type of direct observation, record the occurrence or non-occurrence of behaviors during predetermined intervals, or blocks of time. For example, a daily checklist for a 45-minute math class could be broken down into three 15-minute intervals. As the class progresses, you'd simply check off whether a behavior has occurred or not occurred within each 15-minute block of time. You can make your blocks of time longer or shorter, depending on what type of student behavior you want to measure in your classroom.

Anecdotal Recording: Write a brief summary of the targeted student behavior you've observed throughout the school day (or whatever time frame you choose). As you record your observations, it's important to be as objective as possible. Write down facts, not interpretations or judgments, so you can meaningfully use the information to help create a plan. Using an ABC tool (antecedent, behavior, consequence) can be useful for this type of monitoring.

Progress Monitoring Data

attach additional progress monitoring charts or data

Date	Score	Date	Score	Date	Score

Date	Score	Date	Score	Date	Score

Date	Score	Date	Score	Date	Score

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Section 4

Intervention Plan Review

Is the student's trendline indicating they will meet the goal by the intervention end date?	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> not enough information
Is the student generalizing skills of the intervention to other settings (i.e., general classroom instruction)?	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> not enough information
Are most other students in the same intervention showing a positive response?	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> not enough information
Do other measures of student progress (in addition to graphed data) indicate that the student is progressing with the intervention?	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> not enough information

Intervention Log

Date:	Duration:	Group Size:
Comments:		

Date:	Duration:	Group Size:
Comments:		

Date:	Duration:	Group Size:
Comments:		

Date:	Duration:	Group Size:
Comments:		

Date:	Duration:	Group Size:
Comments:		

Date:	Duration:	Group Size:
Comments:		

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Date:	Duration:	Group Size:
Comments:		

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Date:	Duration:	Group Size:
Comments:		