Moss Point School District
Behavioral Intervention Plan

Fill in the demographic information UNDER each category below:

Child's Name:	School:	District: MPSD	
MSIS ID Number:	Grade:	Race:	Gender:
Date of Birth:	Phone Number:	Current Eligibility Date:	Eligibility Category:
Mother's Name:	Father's Name:	Address:	

Problem Behavior(s)

	Description of Behaviors	
Behavior 1		☐ Skill Deficit ☐ Performance Deficit
Behavior 2		☐ Skill Deficit ☐ Performance Deficit

Results of Functional Behavior Assessment

- Skill deficit: The child does not know how to perform the desired behavior.
- Performance deficit: The child knows how to perform the desired behavior, but does not consistently do so.

Intervention Strategies

	Environment and/or Circumstances: Can the environment or circumstances that trigger the behavior or the result of it be adjusted? If so, how?	**Curriculum and/or Instruction:** Would changes in the curriculum or instructional strategies be helpful? If so, what and by whom?	**Other Strategies or Positive Supports**: (including school personnel, peers, or family)
Behavior 1			
Behavior 2			

Implementation of Strategies

	By whom?	**Where?**	**When?**
1.			
2.			
3.			
4.			

Desired Replacement Behavior

	What behavior will the child be taught to replace the targeted behavior? How and by whom?
Behavior 1	

Behavior 2	

Rewards and/or Motivators

	How will the child be reinforced so that the replacement behaviors are more motivating that the problem behavior?
Behavior 1	
Behavior 2	

Consequences: What consequences will be implemented for repeated occurrences of the problem behavior?

	1st Occurrence	2nd Occurrence	3rd Occurrence	Continuing
Behavior 1				
Behavior 2				

Crisis Plan

How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in –school or out-of-school suspension, or aversive techniques, as appropriate)

A crisis plan is warranted and located within the IEP.

Monitoring and Evaluation of Behavior

How will behavior(s) be assessed and evaluated? What data will be collected? How and by whom? When will the plan be first reviewed for its effectiveness? Thereafter?

behaviors will be observed by the classroom teacher and data will be collected by classroom and special education teachers on a daily basis. Teachers will input data in Review 360 on a daily or at least a weekly basis. Data will be monitored on a weekly basis and viewed for effectiveness every four weeks. If there is no progress, interventions will be revised in an IEP meeting.

The following behavior goals are appropriate for and should be documented in his/her IEP:

**Future modifications of this student's behavioral goals can be made by changing the objectives to appropriately fit the behaviors of concern until the student has successfully met his goal with at least 70%-100% success.*

The data for this Behavior Intervention Plan was compiled by:

_____

Blaine Stiger, M.Ed.
Behavioral Specialist for the Moss Point School District
MS Licensed Educator #248206
Expiration 06/30/23

The following persons participated in the creation of the BIP

Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date

Review/Revision of BIP

Date: _____

Revisions:

Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date

Date: _____

Revisions:

Signature/Title Date	Signature/Title Date
Signature/Title Date	Signature/Title Date
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