

How to Write a Behavior Intervention Plan

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What is a behavior plan?

A behavior plan is a road map. One that identifies what environmental barriers and responses to the target behavior could or should look like to most effectively minimize that target behavior and teach new skills to the student. Effective Behavior Intervention Plans (BIPs) are individualized and most effective based on the behavior hypothesis as determined by a Functional Behavioral Assessment (FBA). It leverages students' strengths and interests to help staff teach students skills so students' needs can be met in more prosocial ways. When writing a BIP, teams should refer to the behaviors targeted for change on the FBA, the hypothesis statement(s) developed for each behavior of concern, and the replacement behaviors identified for each. This will allow teams to determine functional interventions for the student by matching the intervention with the behavior of concern, the conditions for which it occurs, and strategies that can be used to increase positive replacement behaviors. *Note:* Behaviors written into an IEP's BIP should be directly linked to the disabling condition.

Staff should refer to their local guidance and district policies regarding student conduct in their specific administrative unit. District policies should be followed for conduct for students who are not on an IEP or 504 plan or who do not align with the student's disability and the function of their documented behavior.

Legal Requirements

Monitoring the relationship between behavior and learning is essential to ensure an individualized education program ("IEP") is reasonably calculated to enable a child with a disability to make appropriate progress considering the child's circumstances. To that end, the Individuals with Disabilities Education Act ("IDEA") requires IEP teams to address behavior that impedes a child's learning or the learning of others. IEP teams must consider a child's need for behavioral interventions and support on an individual basis during IEP development, review, and revision. This guidance document supports best practices in promoting expected behavior and preventing and managing undesirable behaviors, which may include conducting an FBA and developing a BIP based on FBA data.

Parents and guardians are required to be notified and involved throughout the FBA and BIP processes. The Colorado Department of Education in 2017 created guidance regarding FBAs and BIPs, available online at: https://www.cde.state.co.us/cdesped/ta_fba-bip.

Functional Behavioral Assessment

The IDEA does not define FBA. However, an FBA may be used to evaluate a child's unique behavioral needs and identify undesirable behaviors and the function (or reason) behind those behaviors. Undesirable behavior interferes with learning and a child's ability to make progress on annual IEP goals. Written permission (informed consent) from a parent is required before the IEP team performs an FBA since the process is used to evaluate the individualized, behavioral needs of a child. An FBA generally considers a wide range of child-specific information—often as part of an initial evaluation or a reevaluation—to inform the development of positive behavioral interventions and supports, such as a behavior intervention plan.

Behavior Intervention Plan

The IDEA does not define a BIP. However, a BIP is commonly used to describe behavioral interventions and support for a child that are designed to prevent and manage undesirable behavior and teach new skills. An FBA should inform a BIP and, like an IEP, must be tailored to a child's individual disability-related needs. The failure to develop, review, and revise a BIP as part of the IEP process—or to properly implement a BIP's interventions and support after development—may result in the denial of free appropriate public education (FAPE) for a child with a disability.

Situations Requiring an FBA and a BIP

When a child's behavior impedes his or her learning, or that of other children, the child's IEP team must consider the use of positive behavioral interventions and support to address the behavior. These behavioral interventions and supports, which may include an FBA and a BIP, must be used proactively in those instances where the IEP team determines they would be appropriate for the child. An FBA and a BIP are explicitly required in two situations related to the discipline of a child with a disability:

- When a manifestation determination review reveals that a child's behavior was a manifestation of the child's disability. In that case, the IEP team must either:
 - Complete an FBA (unless the school district completed an FBA before the at-issue behavior occurred) and implement a BIP; or
 - If the child already has a BIP, review and modify the BIP, as necessary, to address the behavior.
- When a manifestation determination review reveals that a child's behavior was not a manifestation of the child's disability. In that case, the IEP team must provide, as appropriate, an FBA and behavior interventions designed to address the behavior violation so that it does not occur again.

What is a Behavior Intervention Plan?

A BIP contains strategies and supports employed by the school team to assist a student with the target behavior. A BIP is a set of instructions for staff on how to change school systems, altering environments within the school, teaching students' skills, acknowledging positive behavior, and extinguishing target behaviors. BIP instructs staff on how to shift the school environment to allow for the student to be successful within the school environment.

The plan should also include how to explicitly *teach* and *reinforce* behaviors that are intended to replace the target behavior.

A behavior intervention plan includes the following elements.

A BIP includes:

- The use of a strength-based approach, where the student's strengths, interests, and existing skills are identified. The students' strengths also include positive relationships, pro-social behaviors, family and community support, and other protective factors. Using a strength-

based perspective, you want to build upon the strengths that the student currently has as it relates to intervention and strategies development.

- The Hypothesis statement from the FBA, which comes from the core of the competing pathways model and includes a brief operational definition in black and white terms of the target behavior, conditions under which the behavior is displayed (any observable patterns) the suspected function of the behavior and how setting events might impact the target behavior.
- A behavioral goal, that includes baseline data to be able to progress monitor the student success towards meeting the goal.
- Intervention strategies that reduce or eliminate the triggering of the target behavior that all match the function of the behavior as stated in the hypotheses.
- A plan for teaching the student the replacement behavior (short term goal) and the desired behavior (long term goal).
- The criteria (data decision making rules) for determining when success has been achieved.
- A crisis Plan if needed. Not all students who have a BIP will need a crisis plan. A crisis plan is needed if a high level of intervention is needed, or where some type of physical intervention is needed, where classrooms must be evacuated, or if the use of restraint and seclusion might be needed.
- Reinforcement strategies that increase the likelihood that the replacement and desired behaviors will continue to be used.
 - Positive Reinforcement, the addition/giving of something desirable to the individual that increases the chance of the behavior happening again
 - Negative Reinforcement, the removal/taking away of something aversive to the individual that increases the chance of the behavior happening again
- Contextual Fit, determining if the interventions fit the available resources, are reasonably compatible with staff skill sets and staff comfort levels, and culturally relevant. Contextual fit is about identifying who will implement the BIP and what training will be needed for those who are implementing the BIP. What resources are needed to implement the BIP? What Environmental modifications are needed to implement the BIP? How will implementation of fidelity be measured? Contextual fit also includes how the BIP will be connected to the classroom or schoolwide systems and how the BIP will be faded out, as the student progresses. Contextual fit includes:
 - Activities and routines in which each strategy is to be implemented
 - List of steps to be followed to correctly implement the strategies (the list of steps is referred to as a task analysis)
 - Complete a task analysis for each of the intervention strategies, breaking each strategy down into smaller parts with detailed descriptions so the teacher can understand how to do the intervention strategies. This should be teacher-driven and coach-guided.

As with the FBA process, the BIP is intended to be developed as a team in a team meeting rather than being developed in isolation by an individual.

Remember that for the implementation of a behavior plan to be successful, staff need to build positive relationships with the student. This can be done through implementing a Five to One Ratio of positive attention to correction attention.

Establishing positive expectations, directly teaching these positive expectations, the use of predictable schedules, and establishing routines within routines help create needed structure within the classroom, promoting positive behaviors.

The goal of a BIP is to make a student's target behavior *irrelevant, inefficient, and ineffective.*

Prevent problem behavior by making it *irrelevant*

1. Strategies that will remove or lessen the impact of antecedent events that are associated with, or trigger target behaviors have.
2. Add antecedent strategies that are associated with desirable, prosocial behavior.

All selected interventions need to relate to the hypothesis statement. The Heart of the Intervention is developing new skills.

Teach behaviors that make problem behavior *inefficient*

- Communicative behaviors (functional communication training)
- Replacement behaviors
- Incompatible Behaviors (appropriate behaviors that are incompatible with maladaptive behaviors)
- Self-Regulation skills
- Self-Monitoring
- Emotional Literacy
- Problem-solving
- Tolerating delays
- Social Interaction Skills
- Cooperative skills

Reinforce adaptive behaviors and make problem behaviors ineffective

- Making sure that the reinforcers follow desirable behaviors. (5:1) Positive to negative Ratio
- Implementation of strategies that will remove reinforcers for target behaviors
- Modification of adult responses to target behavior

- Reinforcement needs to match the function of the maladaptive behaviors.

Understanding each of the BIP elements.

Strength-based profile or approach

Student Strengths - What the student is good at and/or enjoys.

Consider skills in the following areas when identifying individual strengths.

☐ Academic:

- ☐ Cognitive abilities (memory, attention, visual and spatial ability, executive functioning)
- ☐ Academic/learning strengths
- ☐ Motor development (fine and gross motor)

☐ Social/Emotional

- ☐ Communication (verbal and nonverbal)
- ☐ Social skills (interaction with others; following social rules; regulating behavior)

☐ Behavior/Emotional strengths (regulating/inhibiting one's responses concerning others/environmental demands)

☐ Emphasize strengths (e.g., can access technology), not interests (e.g., like the computer) here

Strength-based approach - Using a strength-based approach allows staff to focus on a student's abilities rather than focusing on student deficit areas, and promotes student growth in a natural and empowering way. It helps teams develop goals and interventions that are realistic for the student and may foster confidence and connection. Strengths can be used to access resources that are appropriate to support an increase in desired behaviors and a more authentic decrease in targeted behaviors.

How to use Student Strengths - Knowing student strengths can help determine appropriate interventions, along with reinforcers, and identify replacement behaviors that are more innate to the student's performance.

Student strengths can be used to facilitate relationships between students and staff, peers, and other community members by bridging connections for students based on their strengths and interests.

Creating and promoting tasks that are embedded in the student's strength for the student to perform for the school community is a powerful way to address behavioral issues as it gives the student a purpose and may build confidence.

Looking at the student's strength within problematic behaviors and identifying a replacement behavior that meets the same function is a powerful intervention tool. i.e., taking a student who often argues with staff and starting a debate team for the school that teaches how to argue, time and place, listening skills, etc.

Student Interests:

- ❑ Identify student interests

Student interests can be used to align specific reinforcements and reinforcement strategies that are truly motivating to students. You may choose to use interest surveys to tailor interventions and reinforcement to the student. Interests may be used to support an engaging curriculum that teaches students skills and also can be used to teach replacement behaviors or as a reinforcement strategy.

Hypothesis Statement and Goal Writing

Your FBA should have generated a set of conditions under which the identified behavior is most likely to occur. It does not mean the behavior will only occur under those conditions nor does it mean the behavior will always occur when those conditions are present. It simply means if these conditions continue to exist, you are more likely to see the target behavior than under other conditions. Organizing these conditions as a single explanation (best estimate) is called a hypothesis/summary statement. This statement hypothesizes the identified target behavior(s) are preceded in time by certain triggers (antecedents) and are often responded to in certain ways (consequences) that could be maintaining it through:

- escape from (a task/activity, attention from others, sensory input) or
- access to (a task/activity, attention from others, sensory input).

The hypothesized function should be guiding the interventions you put in place. If the hypothesis is not clear, we can run the risk of putting the wrong interventions into place and, potentially, making the target behavior stronger or more challenging.

It can also be helpful to remember that a hypothesis statement is our best “guess” as to why the target behavior may be occurring. It is simply a statement that says: if the following conditions or environmental variables occur, we are more likely to see the target behavior than under other conditions. As well as, saying what often follows the person’s demonstration of the behavior is likely reinforcing them to do it again in the future under similar circumstances.

The entire purpose of a behavior intervention plan is to give adults a consistent set of intervention(s) to utilize to allow the team to make data-based decisions. Given that idea, well-written goals are an integral piece to any BIP, as they directly guide your intervention. Behavioral goals will either include skills (e.g. behaviors) to increase, behaviors to decrease, or both.

There are different ways to write behavioral goals. Making use of these 5 components helps to ensure your goal is both observable and measurable. The five components are:

1. Who is the learner? Name your student to ensure the goal is individualized.
2. What skill (e.g. behavior) will be taught/learned/demonstrated? Skills for increase should be a specific alternative to the problem behavior identified in the FBA. This will be the desired behavior that was listed with the completing pathways process. For example, if a student elopes out of the classroom without permission, an alternative behavior might

include skills for increasing: frequency of asking for breaks appropriately or independently, or duration of time spent in class.

3. What target behavior will be decreased? Taking the above example of eloping, an appropriate goal might also include a decrease in the frequency of elopements from class. The best practice is to include both a goal for decrease as well as a goal for increase. It is also best practice for teams to track data on both the skills being taught and the target behavior. Skills for increase might not progress as quickly, however, data often demonstrates that the behavior is decreasing.
4. Under what conditions: What prompts will be given, and under what setting or context will the skills be measured? (e.g. with the use of visuals, during literacy and math rotations, students will _____)
5. Criteria for success, including a timeline: How will you know that the goal has been met? Remember, we're not looking to create perfect humans! A good rule of thumb is to set a goal that represents either an 80% increase or an 80% decrease from baseline. For example, a student who elopes from class an average of 10 times per day, or 50 times per week might have a goal to decrease eloping behaviors to no more than 2 times per day. In this example, the student is still eloping, but his/her behavior is significantly decreased to a level that is tolerable for adults. The significant decrease in eloping means the student is more able to stay and attend class, thereby increasing his/her access to academics. Additionally, a timeline for maintaining the goal will let the team know if/when the goal has been met. Take the above example of eloping, a goal might read: Student will decrease the number of eloping instances from an average of 10 down to 2 per day, for three consecutive months. The student is still going to have some difficult days, but overall, the frequency of eloping has significantly decreased and maintained at low levels for three consecutive months.

Another way to write a goal is to fill in the following key components. After filling each part in, the goal just about writes itself.

1. Setting: where will this occur
2. Name: student name
3. Direction: increase or decrease
4. Measurement type: count, duration, frequency, etc. but written in understandable ways
5. Target behavior: identified behavior for reduction or skill acquisition
6. Current level: based on current baseline data
7. Desired level: where do we want them (use "at least" for skill acquisition and "no more than" for most behavior reduction)
8. Success criteria: how long, often, many times, etc. should they demonstrate this to be deemed successful

Sample reduction goal: Across all school settings, Bill will decrease the number of times he hits his peers, from a current average of 15 times per week to 0 times per week, for 10 consecutive school weeks

Sample reduction goal: Across all school areas, Mike will decrease the number of times he walks out of the expected location without informing an adult, from a current average of 35 times per week to no more than 5 times per week, for 8 consecutive weeks.

Sample skill acquisition goal: In a small group or individual setting, Bill will increase the number of unique, positive character traits he can identify about himself from a current count of 1 to at least 20, for 5 consecutive sessions.

Having a well-written goal will make the next step of determining how to monitor progress easier, as what needs to be measured and the criteria for success are identified within the goal.

Setting Event Strategies

Setting events are those variables outside of the incident that influence the person. Think about those things that happen to you in the morning that make your tolerance of certain stressors more difficult. For you, that could be you were out of coffee and came to work without some, or you had a flat tire on the way in and are now late. Those would be setting events for you. Think of those things impacting students, that when they come to school, you just know the potential for a rough day is higher. Those are the setting events we are accounting for in this section. While you may not be able to control what happens outside of the school day, we can control our response to target behavior by taking into account known stressors.

The purpose of this section is to identify a set of actions adults in the environment can do to minimize the impact of known setting events. For example, if missing breakfast in the morning sets the whole day up to be a challenge, strategies could involve having breakfast available when they come in, having snacks available the student could access, or even making allowances for them to access the cafeteria if they are late but it hasn't been completely shut down. If conflict at home is a common setting event, a strategy in this section could be to maintain daily communication with the parent at drop off or by phone if the student is riding a bus, to get a heads up.

An all-around strategy to include in this section is to use a Check-in/Check-out system to assist the student in transitioning from the home environment to the school environment. The student can meet with the school mental health provider in the morning to allow the student to process any stress from the home environment before entering the classroom.

Antecedents

This section focuses on known antecedents (triggers) that immediately preceded the demonstration of the problem behavior. Antecedents typically are not things like math class, the lunchroom, or the bus, but are changes within those environments that lead to target behavior. For example, while in math class, sitting and listening to the teacher may not result in any desire to engage in the problem behavior. However, being asked to do a problem on the board in front of the class could be. Just seeing lunch on the schedule may not be a trigger, but being asked to sit at a specific table in the lunchroom may be.

Your FBA should have identified key antecedents (change within the environment that triggers the problem behavior) to address. Strategies in this section are designed to lessen the likelihood the problem behavior will follow those triggers. Think about motivation here. What motivates someone

to crave more of something, or what motivates them to want less of something? Generally, if you want more of something, your strategies will focus on ways to provide that more often before having to act out to get it, or it can focus on ways to limit the time away from it. If you want to get away from something or escape it, strategies will focus on ways to make that more tolerable, enjoyable, likable, or doable.

For example: If Bill engages in screaming to access the one adult in the building who he enjoys seeing, strategies can focus on ways to provide more access to that person as well as expanding the pool of preferred adults. Example strategies could look like the following.

1. Staff can schedule time within Bill's Day to simply stop in and see him (initially start with 2 stops in the morning and 2 in the afternoon for no more than 2 minutes at a time)
2. A variety of staff within the school can come to those check-ins with the preferred adult to create a larger pool of preferred adults

If Bill engages in screaming when it is time to write, strategies should focus on making writing less aversive.

1. Staff can allow Bill to demonstrate knowledge of the content in a variety of different ways (as long as the purpose of the task requires one specific way such as writing to assess legibility)
2. Staff can allow Bill (or the whole class) a choice of topics to write about

The key here is to minimize the impact a given change in a particular setting has by adjusting the motivation behind the "why" determined in the FBA process

Replacement Behavior and Desired Behavior

This section focuses on the teaching of skills that could initially compete, with then successfully replace, the current target behavior. Since behavior communicates, your FBA should have revealed some of what the problem behavior was trying to communicate (I don't want to do that, leave me alone, I still want to play with that, look at me, etc). Skills identified in this section are often arranged in a scaffolded order of teaching and progress only when each has successfully replaced the problem behavior.

For example, if a student currently screams to maintain access to a preferred item, teaching a series of skills could look like this.

1. Staff can teach Bill to ask for 5 more minutes with the item (once requesting 5 more minutes has successfully replaced the problem behavior, teach the next skill)
2. Staff can teach Bill how to tolerate delays following a request for "5 more minutes". Delays initially start with only a few seconds, then over time progress to longer and longer and eventually turn to contingency-based delays (yes, but first write this sentence). It is important to keep the delays variable (sometimes an immediate yes, sometimes a 3-second delay, and sometimes a contingency delay).
3. Staff can teach Bill how to accept a "no" or "not now" following a request.

Response Strategies (how will we reinforce what we want to see more of, and how will we reduce reinforcement of the target behavior)

This section focuses on 2 key parts. The first part covers how to reinforce the demonstration of the newly taught replacement skill. The second covers what staff can/should do to keep from reinforcing the identified problem. While eliminating all reinforcement provided for problem behavior may not always be possible (student runs into the street for attention, they will get it from us), we can lessen the reinforcement provided and make sure more is given for the demonstration of the replacement skill than for the problem behavior. For each of the replacement skills you plan on teaching, you should have an explanation of how that skill will be reinforced when it is demonstrated initially, how you will transition the teaching of that skill to the next, and how you will avoid reinforcing the problem behavior if it happens to occur.

“When” statements are designed to show staff how to reinforce and gradually transition between the newly learned skills. Thinking back to our example in the previous section (screaming to maintain access):

1. When Bill asks for 5 more minutes, staff can immediately reply with a ‘yes’ (as long as it is safe to do so or within the bounds of the environment). We want to do this as close to the request as possible, so there is no time to revert to the problem behavior and inadvertently be reinforced for the demonstration of that previous behavior.
2. When the request for 5 more minutes has successfully replaced the problem behavior, staff can begin to add in delays now and then. Slowly at first, every 3rd or 4th time, and only for a short time. You can pretend you didn’t hear the request, look as though you are thinking about it or even check your watch. As delays become more and more successful, increase delays and extend the time (look like you are thinking longer, pretend to check an email, or ask a colleague a quick question first). Once delays of this nature are successful, introduce contingency-based delays that require a task to be completed first (not time-based). Finish this paragraph, do these 10 math problems, turn in your papers, etc. Throughout the delay process, be sure to keep a mix of previous levels of reinforcement throughout. Meaning, if you are working on contingency-based delays, be sure to mix in some 2-second delays as well as immediate “yes” responses.
3. When delays of varying lengths are successful, begin working on accepting “no” by having something else available that could be accessed initially in the process. “You can’t have more time right now, but you can help me pass out these papers before starting”

“If” statements are designed to show staff what they could do to avoid reinforcing the previous problem behavior should the student choose that as a way to communicate a need/want. Keep in mind that the “if” statements are not about punishing the student or disciplining the student. “if” statements are about withholding reinforcement of the target behavior.

1. If Bill screams or yells after being asked to put a preferred item away as a way to maintain access to it, staff can stop providing the item (if consumable or something that is delivered each time by the adult), remove the item, unplug the item, turn off the item, block access

to the item, etc. If Bill becomes physically unsafe during this step, follow the procedures outlined in the Crisis Plan section of this document

The key to these 2 parts (when and if) is to make sure the demonstration of the replacement skills pays off faster, better, and more efficiently than the demonstration of the problem behavior. If you don't reinforce the "whens" effectively, the "ifs" will return as they generally require less effort and pay off faster for the person. It is your job to flip that.

Reinforcements

There are a variety of ways to gather information on potential reinforcers. Remember, reinforcement is the key to lasting behavior change. Reinforcers do not only mean food or candy; they might also mean 1:1 time and attention with preferred adults/peers; a break from academic and social demands; access to playgrounds, movement or sensory experiences, etc. Reinforcers should always be based on individual preferences, and delivered immediately on display of the replacement or desired behavior.

Reinforcer Inventories:

A variety of checklists are available online that can be given to caregivers, parents, members of the educational team, and students. Encourage stakeholders (and the student if he/she is able) to rank their favorite items from a known list of common activities, objects, and experiences.

Free-Operant Reinforcer Assessment:

This is an informal method of looking at potential reinforcers. Watch the student in class, across specials and electives, or at recess. What does the student gravitate towards? What does the student talk about the most when given downtime? Who does the student gravitate towards? For example, if the student seems interested in superheroes, can you print off coloring pages of superheroes or pictures for the student to access during a break?

2. Reinforcers need to be powerful. If the student has regular access to something, it won't be a powerful reinforcer.
3. Reinforcers should only be available when a target behavior occurs, not to pacify behavior
4. Use a variety of reinforcers. Don't be afraid to offer choices, or change reinforcers regularly.
5. Pair social reinforcers (praise) with primary reinforcers (food, candy). This is how you'll condition social reinforcers to become powerful.
6. Constantly identify & develop new reinforcers
7. In the beginning, reinforcement should occur immediately.
8. As the target behavior is demonstrated more often, begin to deliver reinforcement intermittently. Variable schedules of reinforcement will make behavior stronger.
9. Gradually fade reinforcement over time as skills are learned
10. Use the most reinforcing item for the best behavior or the hardest work

Types of reinforcers

- Tangible (objects or activities)
- Attention (adults or peers)
- Escape (breaks or free time)

Token economies:

Token economies are systems of reinforcement in which students earn tokens (stars, stickers, etc.) immediately upon demonstration of the target behavior, and are allowed to trade those tokens in later for other, more powerful rewards. Token economies, like all systems of reinforcement, need to take the individual student's needs and abilities into account. For token economies to truly work, students need to have learned the skill of tolerating delayed reinforcement. Not all students can wait for powerful reinforcers. And some behaviors/skills are so hard-earned, that the student needs immediate and powerful reinforcement. As adults, we've learned over decades a variety of skills that allow us to wait for our paycheck every two weeks or every month. Students don't always come to school with this skill.

Some questions to consider before implementing a token economy:

- Does the student understand the verbal rule of "First.... then...." and can wait for their "paycheck," so to speak? Or, is the student a bit impulsive?
- Is a token system working to change behavior? If not, then it's possible a token economy is not delivering powerful enough reinforcers immediately.
- Is a student using a token economy simply to mark time until the real reinforcer is delivered? If this is the case, then consider using other interventions such as a timer or a schedule, and deliver the powerful reinforcer after a certain amount of time or activities have elapsed.

Remember: The role of a reinforcement system is to *teach* the student more appropriate skills and behaviors. Sometimes token economies are over-used in schools, and teams are frustrated that reinforcement doesn't work. If this is the case, simply consider the points listed above and ask yourselves: is the reinforcement delivered immediately, is it motivating enough, and is it delivered consistently? Prosocial behavior, like academics, needs to be taught and reinforced in a manner that works for the individualized student.

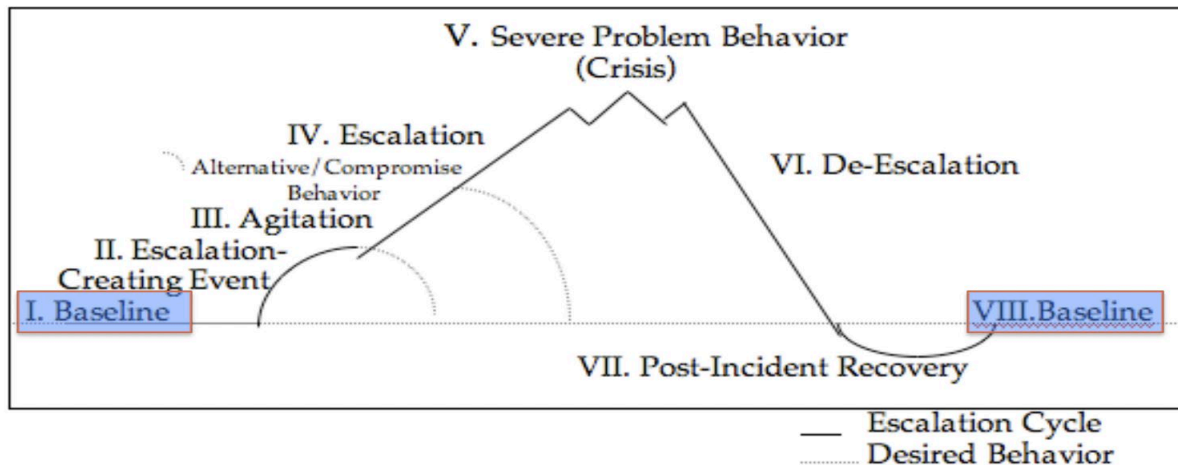
Crisis Intervention and de-escalation cycle

Not all students who have a BIP will need to have a crisis plan. Write out a crisis intervention plan if needed or appropriate for the student. The purpose of the crisis plan is to ensure a systematic staff approach to minimizing the intensity of problem behaviors. Crisis intervention plans identify a student's escalation cycles and show how staff will respond to support students at different levels of escalation. Crisis intervention plans may also provide proactive strategies (i.e., staff who respond to the crisis spending time proactively rapport building with the student) and should include strategies for supporting a student once they de-escalate (i.e., how to support the student in reintegrating into class post-crisis). This plan requires staff to change their behaviors to support student needs. The success of crisis intervention plans requires a team approach, and all staff who support the student should be trained in the crisis intervention plan.

The goal of a crisis intervention plan is to reduce the duration and intensity of target behaviors. This includes when a high level of intervention is needed, where classrooms have to be evacuated,

or where some type of physical intervention needs to be conducted. A physical intervention might or might not be or include a restraint. That being said, a strong crisis intervention plan will focus on strategies that help reduce the likelihood and intensity of emergencies and should help reduce the likelihood of restraints being used.

An example of an escalation cycle could be as follows (Adapted from Hopkins, K. & Goodwin, J. Monterey County Office of Education, 2015):



In working with students who may exhibit behaviors that can cause harm to themselves or others, it is important to remember the basics of behavior. Staff will remember that behavior is communication, and all behavior serves a purpose. Staff will also know that “behavior influences behavior” so it is important that crisis intervention plans outline how staff change their behavior to support students. Staff needs to remember that a dysregulated adult cannot help regulating a student and it is important to identify strategies that utilize teamwork (i.e. switching out targeted adults). Students who have recurring dangerous externalizing behaviors should have a behavior intervention plan that focuses on teaching appropriate alternative behaviors.

In the crisis intervention plan, the team will identify what each level of escalation is for the student and what behaviors that students exhibit at that level of escalation. The plan should then describe what staff can do to reduce further escalation once that level of escalation has begun and what they can do to reduce the likelihood or intensity of severe problem behaviors that are about to occur. The goal of staff response is to maintain safety and to ensure that students can de-escalate so that they can access learning once they are calm.

Contextual Fit

This section takes a look at what you need to most effectively make this plan work. It looks at environmental support, training, and/or resources needed to implement this plan with fidelity.

Environmental support includes those aspects of the plan where strategies may require the environment (often the physical environment) to be made available or adjusted to maximize effectiveness. For example, if a student, for whom visual distractions in the classroom/hallway are a concern, adjusting the seating location may be a suggested strategy that may require furniture to be moved to accommodate the strategy.

Training may also be needed to support the behavior plan. Staff working with the student need to have training in a specific aspect of the reinforcement system being utilized. Staff may need training on how to teach the new skill being taught, as it may be taught in a very specific way. Additionally, if the crisis plan has the potential for a restraint to be utilized in an emergency, you would want to identify what type of training individuals utilizing restraint would need to be current.

Resources that support the plan could include budgeted items to be used as part of the token economy, access to the correct teaching materials for a specific skill to learn, or even mats to protect staff to be utilized if the student engages in unsafe behavior as part of the crisis plan.

A final component of contextual fit is to identify who will be involved in implementing this plan. In many cases, it is the classroom teacher and or a para-educator who implements the plan. Building mental health providers might be involved with making changes to strategies, and in many cases, teaching the new skill and responding to target behavior related to the plan. However, many other participants could be added to the list. For some, the nurse may be a key person if the student has a medical concern that is impacted by the problem behavior (an insulin pump that may be pulled out when upset). Include the role rather than the individual name as people come and go but roles remain consistent.

Fidelity of implementation

Now that you have completed the BIP, now is the time to do something with it (besides sticking it in a desk drawer). As you work through implementing the plan, building on strengths, teaching missing skills, and avoiding reinforcing the demonstration of the problem behavior, you will want to make sure you keep a few things in mind.

1. Share with staff what the hypothesized function of the behavior and explain how that fits with the interventions identified in the plan. Sometimes, staff don't implement strategies because they don't understand how that will help.
2. Create your data collection system to document skills to increase and challenges to decrease right away. When you can see how the plan impacts the student's behavior, you are more likely to continue with it and make necessary adjustments.
3. Continually assess new ways to reinforce the desired behavior. Sometimes what we think is a reinforcer, really isn't anymore.
4. Teach the skills to increase as often as you can. Teaching in the moment of the problem is a good way to develop new skills.
5. Stay consistent in your response to the target behavior. Staff who respond in ways that are different than the plan, identify risk, reinforce the behavior.

Fidelity Checklists help with the implementation of strategies:

A fidelity checklist is a list of the strategies being used by staff. The checklist helps staff to recall the strategies to be used with the student and can serve as a prompt to staff to use the identified strategy. The checklist could be used 2x per week for the first 3 weeks and then 1x per week afterward. The checklist needs to be completed for each adult in the classroom. The form can be completed as a self-evaluation or in an observation format. It is not meant to be a "gotcha" but a way to evaluate how things are going for you.

Staff would indicate a "yes or no" for these three questions for each of the listed strategies on the BIP. Consider making adjustments for strategies that consistently have "no" responses over time

1. Were all steps implemented as intended?
2. Did the student respond as intended?
3. Was the strategy implemented as frequently as intended?

The other aspect of the fidelity checklist is having the staff implementing the strategies to provide feedback to the behavioral coach related to the effectiveness of the strategies, and if enough staff training has been provided for the implementation of the strategy. The feedback on the strategies within the checklist is a two-way process.

Implementation/training staff on the use of the BIP

Implementation through coaching

The Majority of the training needs to take place in the classroom, with actual practice and feedback

Onsite coaching in the classroom when the intervention strategy is occurring.

It is important to have a trusting goal-oriented relationship between the coach and teacher.

- The behavior coach will spend about 30 minutes' worth of time training the teacher on how to implement the BIP using a behavior skills approach.
- The coach will then model the behavior intervention plan for the teacher.
- The coach and the teacher will then switch roles to allow the teacher to practice the modeled interventions.
- The coach then conducts classroom observations of the teacher implementing the BIP with the student and provides feedback to the teacher on the BIP implementation process.
- The next part of the coaching process is having the teacher complete a reflection sheet based on the feedback that was provided from the observation, which would be part of the problem-solving process.

All PD is done on the job through the coaching model.

Reviewing implementation data

- Within 3 weeks, the progress monitoring data is analyzed, providing for the effectiveness of the intervention.

Progress Monitoring

Monitoring behavioral interventions or goals involves putting a numerical value to it. If your goal is specific (decreasing the number of times the students hit themselves), it can be relatively easy to do. However, if your goal is broad or abstract (increasing the use of coping skills when feeling frustrated.... because how do you know when someone “feels” something), accurate data is extremely difficult to gather and will often not lead to any significant ability to determine effectiveness. Selecting what you will be measuring is an important decision.

Data is the primary tool in determining how quickly our students are decreasing target behavior and learning/maintaining appropriate skills (behavioral, academic, etc.) Data will also let you know

if you are on the correct path if you need to make a small adjustment, or if you need to change directions altogether.

Frequency

Frequent data collection allows for quicker decisions with minor adjustments. Without consistent data, time might be spent on a lengthy intervention that is not effective and could have been better spent on an adjustment to more effective interventions or components.

Ideally, data should be collected daily and at a minimum, weekly. Data points spread out further than that, don't provide enough of a picture within a school year. If you are reducing a target behavior, you will generally collect daily information, whereas data collected on a developing skill could be done daily or weekly, depending on the conditions in which the skill is being learned.

You can progress monitor the behavior that has been identified to be reduced, or you can progress monitor the desired behavior (what you want to see more of). Best practice would be to measure both, decreasing the target behavior and increasing the desired behavior. At a minimum, monitoring the target behavior identified in the BIP for reduction should be tracked.

1. Frequency data, a count of how many times a behavior occurs over a given time. This could be an hour, half a day, or a full day depending on the time interval for data recording that is established.
2. Duration data, how long the behavior lasts (5 minutes, 15 minutes, 30 minutes, etc.)

Frequency is the count of a specific behavior over a specific time. If you are going to utilize frequency data, ensure the following:

- The behavior can be observed
- The behavior is discrete, meaning that each instance is relatively brief and separate from other incidents. If the behaviors occur for long periods, in rapid bursts, or as a series of behaviors (hits, kicks, slaps, throws, spits, etc.), then frequency count might not be the best method for data collection. In these cases, duration data might be more appropriate (how long the incident lasts).
- Determine the time in the day during which the behavior will be counted. Could be from 9-12 or it could be from 8-3. This time should remain the same throughout the intervention. This time will be considered a data day, and days that occur outside of that time frame are not added to the graph (for example if a student arrives 2 hours late or leaves an hour before the end of the day).
- Determine how the behavior will be counted (clicker, tally marks, paper clips moved around a card, beads moved from one pocket to another, etc.), and who will do the counting (it is not a good idea to rely on memory when collecting this data)
- Determine where the permanent records will be kept and establish a method for graphing the data.

Duration

Duration is the length of time an identified behavior occurs and can be recorded as either per event or total time.

- Per event recording would require the observer to start-stop-record-reset for each event. For example, you may be collecting data on how much time the student spends engaging in the target behavior in the lunchroom. You would start a timer when the behavior at lunch times started, and then stop the timer at the conclusion of the behavior, and then record the length of time the behavior lasted.
 - Progress monitoring here can show how each event is increasing, decreasing, or staying the same as interventions are implemented.
- Total event recording requires the observer to start-stop, start-stop, start-stop-record, reset for the next day, or by adding all the individual events together and presenting as one total time. For example, you may want to see how long the target behavior is occurring across the entire day and not as it relates to individual environmental conditions (all day vs just during lunch). In this situation you would start the timer at the beginning of each event and stop the timer at the end of each event, repeating this process for each behavioral event and then at the end of the day record the total amount of time.
 - Progress monitoring here can show if the total time spent engaged in a behavior each day is increasing, decreasing or staying the same as interventions are implemented.

Whatever direct method you utilize, ask yourself “What paints the clearer picture about the student?” Is it better to indicate a behavior occurred 2 times today (frequency/rate) or the 2 behaviors lasted 215 minutes (duration)?

Latency

Latency recording is used to measure how long it takes a student to respond to a command or directive. Latency recording measures the amount of time that lapses between an antecedent (e.g., teacher’s directive) and when the student begins to perform a specified behavior. This type of data collection is appropriate for behaviors that follow a command or directive, or a distinct stimulus. It can also be used to determine when to prompt a student to use a new skill.

When collecting this type of data, make sure the behavior definition specifies the length of time that the behavior must occur to “count.” For example, a student is considered off-task when his or her behavior lasts for longer than five (5) seconds. Or the time starts after the second prompt, the first prompt not being counted as this is the initial instruction.

When to use latency recording, an example, the teacher might expect the student to be in his seat and ready for class within 1 minute of the bell ringing.

To collect data on latency:

1. Start the stopwatch when the antecedent is provided.
2. Stop the stopwatch when the behavior occurs.
3. Record the number of seconds or minutes that elapsed between the end of the antecedent and the onset of the behavior.

Intensity

Data can be collected on the severity of a behavior, or its intensity. Intensity data is generally thought of as a gauge for the magnitude of a challenging behavior or priority for targeting a skill.

For example, Toby's behavior is rated on the below scale from 1 to 5 with 1 being a minor problem and 5 being a Critical problem. Today, Toby had one behavior at level 2 and 3 behaviors at level 4.

1 Minor problem	2 Mild problem	3 Moderate problem	4 Severe problem	5 Critical problem
Not paying attention, off task, not completing work, behavior is not distracting to others.	Behavior can be distracting at times, student is not completing any assignments, and if off task more than 50% of the time.	Frequently non-compliant or defiant behaviors, behavior that is highly distracting to the environment.	Displays physical aggression in the form of spitting, throwing objects, property destruction, mild physical aggression that does not result in injury, where the student's behavior can be safely managed.	Physically aggressive behavior that presents a safety concern that results in injury to other students and staff, student is not able to be safely managed.

To take intensity data, clearly define the target behavior and its intensity levels, then record the intensity for each instance of the behavior during.

- Define the Target Behavior and Intensity Levels: using operational definitions
- Develop your intensity level scale: Determine the different levels of intensity for the target behavior. For example, if the behavior is "hitting," intensity levels could be mild, moderate, or severe. Creating a scale helps with consistently assessing the intensity of the behavior. This scale can be numerical (e.g., 1-5) or descriptive (e.g., mild, moderate, severe).
- Record Intensity Data: Observe the target behavior during the specified time period. Use a data sheet to record the intensity of each instance of the behavior. Note the time of each instance of the behavior. Note any relevant contextual information (e.g., location, time of day, antecedent events).

Data Analysis

After you have collected data related to the goal or the target behavior, it's now time to look at it and make some decisions based on baseline and intervention information.

Analysis of the Baseline (if you have been counting or timing the target behavior before intervention):

Baseline data can help to show us the impact the target behavior had before the intervention. Generally, a minimum of 3 days of baseline data should have been collected and plotted on a line graph (unless the target behavior is severe or harmful and additional days without intervention would be considered too dangerous).

The baseline data points will reveal one of the following patterns and indicate the next step:

- Target behavior is trending in a worsening direction,- implement intervention based on the hypothesis determined from the FBA
- Target behavior is occurring, but with a flat trend (not increasing or decreasing),- begin the intervention based on the hypothesis determined from the FBA
- Target behavior is occurring and is trending in an improving direction, wait and monitor at least 2 new data points to establish a new 3-point trend and reassess. If the target behavior continues to improve without intervention, simply monitor the target behavior until the trend changes to a decreasing trend.
 - If the data show a high level of variability (up one day, down the next, and up the following, throughout the series) look into what in the environment could be influencing either the demonstration of the target behavior or the data collection of the occurrences. If variability remains high, consider collecting more data points(until the variability stabilizes or until you can reasonably account for the factors influencing the ups and downs within the set.

Analysis of the Intervention:

If the baseline data indicated intervention was needed, you will have implemented an initial intervention (based on the hypothesis determined in the FBA). Continued to collect the data in the same way as you did in the baseline condition. After 10-15 data days of intervention data (a data day is any day the student is in attendance during the predetermined time of data collection), you will look for one of the following possible changes to the baseline:

- Behavior gets worse: Don't panic! The behavior will often get worse before it gets better. This is known as an extinction burst (definition: an immediate and temporary increase in the frequency, intensity, and duration of the behavior.) As you continue to analyze the data, you may see spikes (extinction bursts) along the graph as it decreases overall.
- Behavior stays the same: continue to monitor the data. Look at the components of the intervention and decide if the intervention is addressing the function.
- Behavior getting better (maybe slower than expected): consider increasing the parameters surrounding reinforcement associated with the plan.

Visual Analysis (graphing the data):

Being able to see a visual representation of the impact the intervention is having on the target behavior can be a powerful tool for students, staff, and parents. The best way to show this impact is through the use of a simple line graph. A line graph can be done by hand, using paper and pencil, but a more effective way to set this up is by using Excel (other options can be utilized as well, here are just two fairly straightforward ways). The following directions will help you get set up in either case.

Paper and pencil:

Step 1: Draw a horizontal line at the bottom of where your graph will be. You will place dates on this line (enough room for at least 35 dates)

Step 2: At the leftmost point of the horizontal line, make an upward vertical line about a third of the length of the horizontal line. You will place numbers on this line that span the lowest (generally 0) and highest expected amount for the target behavior on a given day

Step 3: For each date indicated on the horizontal line at the bottom, place a dot above that date at the height of the value represented on the vertical line.

Step 4: Connect data points within a condition (baseline, intervention 1, intervention 2, etc.)

Step 5: Draw a vertical line on the graph separating baseline and interventions.

Step 6: Your visual analysis will now occur as you look at the line and the direction it is moving

Excel

Excel can be a much simpler and cleaner way to expand the number of data points on a graph if you need to add them without much additional work on your part. Similar to using paper and pencil ways of graphing. The horizontal line will represent the date and the vertical line of the graph will represent the count/rate/or duration of the target behavior you are monitoring each day. The following steps are for setting up the data in Excel that will automatically graph data for you as you enter the data daily.

Step 1: Open Excel and select the “blank workbook” option. This is typically the upper-left choice.

Step 2: Starting at cell A2, enter the dates you will be keeping track of (3-5 for baseline and 15 for each intervention). For this discussion, assume 5 days of baseline and 2 different interventions at 15 days each.

Step 3: Enter all the dates for the baseline and interventions (cells A2 through A36). It is often easiest to indicate the date by typing the first letter of the month followed by the date (J15 for January 15).

Step 4: In cell B1, type in what you are tracking (target behavior for reduction).

Step 5: Click in cell A1 and highlight cells A1, B1 all the way through A36 and B36.

Step 6: With the cells still highlighted, click on “insert” and select the picture of the line graph (often in the middle of the options next to “recommended charts”).

Step 7: Click and drag the top of that graph and move it to the right of where you will enter the data to make it easier to enter data as you go through the days.

This is a very basic setup for creating a picture as to what impact interventions may or may not be having on the target behavior. Adding trend lines, separating changes in interventions by inserting lines, adding color, etc. can all be done after you have the basics in play.

Trauma-informed Behavior Intervention Plan

Trauma-informed behavior intervention plans should focus on ensuring students can stay calm and engaged for as much of their school day as possible. Behavior change requires learning new skills, and learning can only happen if students are emotionally regulated. Behavior Intervention Plans for students with a history of trauma should guide adults to respond in a manner that is co-regulating (e.g. quiet voice/relaxed tone, slow and predictable movements, limited physical touch, relaxed posture, and decreased verbal and academic demands.)

Students who’ve experienced trauma often feel unsafe in classrooms and schools. They might feel unsafe with adults or peers and not know how to trust adults around them. It’s our job, first and foremost, to ensure they have safe spaces and relationships with people they trust. The BIP should focus on intangible rewards (quality 1:1 attention with preferred adults, time away from chaotic, busy classrooms, etc.). And ensure that we allow students the time and space to emotionally de-escalate to a calm, but alert state before placing verbal and academic demands on students.

Students who’ve experienced severe trauma will want to be in control (influence) their surroundings, including adults. We need to recognize that a student’s need to influence others is a normal response, and our best tool is to disengage from those battles. The best way to disengage is for adults to stay calm and simply remind students of very simple expectations. Teachers and staff can reflect on whether the behavior occurring is unsafe and whether or not teaching can still occur. If the behavior is not a safety issue, and teaching can still occur, adults should ignore the behavior and move on. Remember, behavior goes where reinforcement flows. If adults engage in battles for control and/or arguments with kids, they could be inadvertently reinforcing both attention- and escape-maintained behavior. Turn your attention to those students who are engaging in socially appropriate behaviors and move your focus in the direction you want to go. Staff might be surprised at how quickly battles decrease in duration and frequency.

A few simple reminders for writing behavior intervention plans for students with a history of trauma:

- If the student needs something to regulate or stay regulated (recess, sensory breaks, a walk outside, extra time with the teacher, etc.), it needs to be given unconditionally.
Remember, students *get* what they *need*; they *earn* what they *want*.
- Any behavior management system, including token boards or point sheets, should be considered on an individual basis. Use these, only if they match the function of behavior and demonstrate an increase in desired behaviors.

- Focus on empathy and being attuned to the student's needs, even in an emotional or behavioral crisis. Use strategies to help the student regulate, rather than trying to control the student.
- Rapport/relationship building should be the primary focus of an intervention plan.
- Do NOT engage in power struggles
- Calmly set limits
- Know the nervous system: [Brain States/arousal continuum](#)
- Consider building a crisis plan that includes a team of adults who can support students in emotional and behavioral crises. Often, one of the best and simplest strategies to implement is to call for additional support, and simply switch out the adult responding to a student. Do NOT give the student an audience of more adults responding than is necessary.
- School staff **must** model the self-regulation strategies that students need to develop.

Considerations for suspensions:

- It is best practice to always consider alternatives to suspension. Dangerous behavior should be considered case-by-case. Research indicates that restorative justice practices and other alternatives could be an appropriate response as opposed to suspension. Suspension, often, ends up inadvertently reinforcing maladaptive behavior

Alternative Behaviors

In thinking of alternative behaviors or proactive skill-building for students who've experienced trauma, consider the following to help students learn how to regulate their emotions.

Teach what calm feels like in the body:

- Deep breathing/belly breathing
- Mindfulness/meditation
- Stretching
- Control of body through slow movements
- Notice of change within the body
- Self-talk

Teach what a range of emotions looks like:

- Ask questions that help with the identification of different emotions

Teach students to acknowledge and validate feelings.

- Label feelings
- Allow the expression of unpleasant emotions.

Additional Trauma Resources:

- [Dr. Greg Hanley and “Today’s ABA”](#)
- [National Association of School Psychologists - Trauma Information](#)
- [The National Child Traumatic Stress Network](#)
- [Helpguide.org](#)
- [Adverse Childhood Experiences \(ACE\) Study](#)
- [National Center for PTSD](#)
- [Creating trauma-informed individualized education programs](#)
- [Trauma-Informed IEPs: Differential Diagnosis and Trauma-Informed Assessment in Schools](#)
- [Trauma-Sensitive Assessment and Planning Checklist](#)
- [Trauma Informed IEPs](#)
- [A Trauma-Informed Toolkit for Providers in the Field of Intellectual & Developmental Disabilities](#)
- [Screening Tools and Basics of Trauma-Informed Care](#)
- [Childhood Trauma and Special Education: Why The “Idea” Is Failing Today’s Impacted Youth](#)
- [Trauma-Informed Practice and the Intersection with Special Education](#)

Completing the BIP Form

Strength-Based Profile:

List the students' strengths: what the student is good at and likes. Using a strength-based perspective, you can build upon the strengths that the student currently has as it relates to intervention and strategy development.

FBA Summary or Hypothesis statement: start with the hypotheses statement or the summary statement from the FBA

This is a summary statement that is developed from the FBA which should include a brief operational definition in black and white terms of the target behavior, the conditions under which the behavior is displayed at school (any observed patterns of behavior), the conditions that may be maintaining the current demonstration of the behavior, the suspected function of the behavior, and how setting events (things outside of the school environment) might impact the target behavior.

Sample: Bob refuses to perform non-preferred tasks/activities, shutting down, arguing, and or crying to avoid/escape what is being asked of him across all school environments. Bob's refusal to perform non-preferred tasks increases as he develops strong relationships with others, testing the boundaries of the relationship and in small group or individual settings.

Behavioral Goal and Evaluation:

Indicate the desired behavior for the long-term goal and how the goal will be measured. Identify the desired performance level for increasing the occurrence of the desired behavior (criterion for success). The Hypothesis statement is typically written in problem language. When writing the goal, you are taking the Summary or Hypothesis statement and re-writing it in solution focused language. The hope is that the goal from the BIP will be included on the IEP (for students who have an IEP) as one of the IEP Goals. This way, when you are monitoring the student's IEP goal you are also monitoring the BIP goal.

With the Goal statement, it is important to include the baseline data and the set goal. Both data sets are important, as without the baseline data point, you will not be able to determine the amount of progress or the lack of progress towards reaching the set goal. With most academics, there are benchmarks, or cut scores, based on developmental levels providing criteria to be reached. With behavior there are no benchmarks or cut scores. Your baseline data serves as your benchmark from which progress is made. Having both the baseline data and the goal data also allows for the assessment of the rigor set for the goal. For example, if the student's baseline is 75% and the goal is 80% then your goal would not be rigorous enough, setting low expectations. If the baseline is 2%, then a goal of 80% might be ambitious or even unattainable.

Establish measurements:

Determine what type of measurement will be used for progress monitoring. A well-written goal will make this determination easy. Will you be measuring frequency, duration, intensity or latency? How often will you be collecting data, what will be the frequency of the measurements? Are you collecting data every 30 minutes or 60 minutes, daily, or weekly? Is data collection continuous or are there set times of day when data will be collected, such as for 10 minutes at 9:00 am and 2:00 pm?

For the analysis of data, the creation of data rules will be needed. The data rules set the criteria for success. For example, to be able to determine skill mastery, the student will need to demonstrate the taught skill (long-term goal or desired behavior) consistently for 5 consecutive days. Or the student needs to have fewer than 2 incidents each day of cussing for 3 weeks. The Criterion for success is how you know the student has reached their goal.

In addition to noting how often data will be collected, it is important to note how often the data will be reviewed and analyzed to be able to make any needed adjustments. Generally, data is reviewed after 15 progress monitoring data points or every 3 weeks, although for some students, depending on the behavior, this period might be shorter or longer.

It is important to indicate who will be collecting the data, this is done by roles, not by names, and who will be collecting and analyzing the data. For example, it might be a paraeducator or teacher that collects data daily, and every 3 weeks, your behavior support will collect, analyze the data for review by the student's behavioral team for decision making.

Behavioral Teaching Strategies (Alternative Behaviors):

Working from the competing pathways model, you will need a short-term goal (replacement behavior): what behaviors can the student do in the short term, skills that the student can already do, or skills that can easily be taught. The replacement behavior needs to have the same function as the target behavior and be easier and more efficient than the target behavior. Then you will need a long-term goal. This will be the final desired behavior. This is probably a more complicated skill set that the student probably is not able to do and will need to be systematically taught these skills. Both the replacement and the desired behaviors will be listed, including strategies that staff will use to teach these behaviors.

Antecedent strategies:

Antecedent strategies decrease the likelihood that the behavior will occur. Strategies are things that staff do and can put into place that do not require action on the part of the student. strategies need to be related to the function of the behavior, if they are not related to the function of the behavior, they do not need to be placed into the BIP. List strategies that will decrease the student's motivation to engage in the target behavior, strategies that will prevent the target behavior from being triggered. For example, if the student is triggered by an adult directive, then the strategy might be to offer the student choices in place of giving the student a directive.

In this section, additional prompts are provided, statements that staff can use to prompt the use of the replacement or desired behavior.

Setting event strategies:

Setting event strategies reduce the impact of setting events (events that take place outside of the school that school staff cannot control), reducing the stress that the student brings with them into the school environment, helping the student with making the mental transition from the home environment to the school environment.

In this section, staff will list strategies that will mitigate the impact of setting events identified in the FBA. Examples include:

- Providing the student with a snack if they come to school hungry.
- Having a home school communication log
- Allowing for a power nap (15-20 minutes) if the student comes to school unable to stay awake
- Having the student express their emotional state upon coming to school or entering the classroom
- Starting the school day with a regulation activity.

Setting events strategies also include building an alternative routine, when the setting event is present to diffuse the effects of a setting event.

One example, if the student has a conflict with a parent before school, arriving at school angry, the student's anger might spill out to his classroom peers and teacher. In this situation, the use of a Check in Check out (CICO) strategy might be helpful. The student can check in with a preferred staff (front office staff, coach, social worker, teacher, administrator, etc.) at the start of the school day. This allows staff to ask about the student's emotional state (maybe using a feelings thermometer) before the student goes to class. If the student is angry, then staff can help the student through the anger, returning the student to the classroom once they are calm.

Another example, if the student has difficulty making the mental and physical transition from a lower structured environment, such as home, to a higher structured environment, such as school, a routine or ritual can be put into place to assist the student with making the transition. The routine or ritual might include greeting your teacher at the door to the classroom with a secret handshake, coming into the classroom, hanging up your coat, turning in your homework, reading a preferred book, drawing, or coloring. This routine or ritual would be conducted every day before the student started learning academics, helping the student to orient themselves to being in school and understanding the expectations at school. Routines and Rituals can be long, short, serious, fun, and silly. They signal to the student that it is time to shift into school mode.

Response Strategies:

Reinforcement

A reinforcer is something that increases the likelihood that a specific behavior or response will occur again. Reinforcement should match the function of the target behavior (i.e., the need of the target behavior is met). Reinforcement is the key to lasting behavior change.

1. List how the student will obtain reinforcement for replacement and desired behaviors (or approximations of those behaviors).

For example, if the target behavior is blurting out, the replacement behavior might be having the student raise their hand. When the student raises their hand, it is the teacher calling on the student that reinforces that the student will continue to raise their hand. In this section of the behavior plan the response strategies might be as follows:

- For the first three weeks, the teacher will call on the student every time the student raises their hand.
- For the next 3 weeks, the teacher will call on the student every other time the student raises their hand.
- For the next 3 weeks, the teacher will call the student every 3rd time the student raises their hand.

This would continue until the student learns the desired behavior of accepting a no response (the student raised their hand, does not get called on, and does not blurt out), this might be rewarded with verbal praise for accepting the no response.

2. List how to reduce or eliminate reinforcement of the target behavior and redirect/prompt a replacement behavior.

Use the above example of raising the hand to prevent blurting out, this might look like:

- Ignoring the students if they blurt out
- Calling on other students who have their hand raised
- Prompting all students to raise their hand

Remember that negative attention (correcting the student) is still attention and just as motivating to the student as positive attention. You would want to give the prompt with no eye contact, no emotionality to the words (remaining natural), keeping the language simple and concise, and then move on from the prompt.

Crisis Intervention Plan

De-escalation Plan in Response to a Crisis Situation

If the student's behavior has the potential to produce harm (a crisis situation that results in danger to self or others), complete the below crisis intervention plan. The crisis intervention plan needs to include needed environmental modifications and staff verbal de-escalation strategies.

The Crisis intervention plan covers the crisis cycle stages. Depending on which crisis cycle you are looking at or working with, they have different numbers of stages.

The crisis cycle typically starts with the antecedents or the Trigger. This part of the crisis cycle is built into the BIP. For the crisis cycle in the behavior intervention plan, it picks up just after the Trigger or Antecedents.

Phase One

Phase one of the crisis plan is identifying the students' accelerated behaviors, what does staff need to look for, and when they see this behavior from the student, how should staff respond?

Phase Two

Phase two of the crisis plan is identifying the severe or peak behavior of the crisis. What is this behavior for the student, how will staff know when they are seeing this behavior, and how do staff need to respond? The goal at the peak behavior stage is focused on safety, what can be done to keep the student and others safe in this situation.

Phase Three

Phase 3 of the crisis cycle is post escalation (escalation and recovery). How will staff know when the student's crisis cycle is ending, what behavior will staff see from the student? How can staff assist the student with re-regulating their emotions, processing their emotions, and returning the student to a calm state? Once the student and staff are calm, how might you process the event (not placing blame) with the student? What is the best way to reintegrate the student back into the classroom so that they are not embarrassed? How can you help the student re-engage with their work?

As the different crisis intervention systems have many different numbers of crisis levels, the intent is for staff to map their crisis systems levels into the three phases of the crisis cycle in the BIP.

Contextual Fit

Does the intervention within the BIP fit with the school's available resources, are the interventions reasonable, do they match the Staff's skill Set and comfort levels? Does the BIP align with the school's culture, the student's culture?

The behavior interventions plan needs to be written at the skill level of the staff who are implementing the BIP and not written at the skill level of the behavioral specialist or individual who is designing the BIP.

Contextual fit is about connecting the behavior program to the school-wide positive behavior programming and the teacher's classroom management system. How can the BIP be integrated with what is already taking place in the classroom, using any existing system that can be modified or adjusted in place of creating all new systems?

Contextual fit is about:

- Who needs to be involved?
- What type of training is needed?
- What resources are needed?
- What environmental supports and modifications are needed?
- How will implementation of fidelity be measured?
- How will this plan be connected to the classroom and school-wide (universal and targeted) interventions and systems?
- Based on a review of progress monitoring, how will this plan be faded/adjusted/reviewed?

Appendix A

Downloadable Behavior Intervention Plan Forms

[CDE - Behavior Intervention Plan Form, English \(.docx\)](#)

[CDE - Behavior Intervention Plan Form, English \(.pdf\)](#)

[CDE - Behavior Intervention Plan Form, Spanish \(.docx\)](#)

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Functional Behavior Assessment Workgroup

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- **Bill Brown** - Affective Needs/Serious Emotional Disability Specialist, Colorado Department of Education
- **Anna Vick** - Affective Needs/Serious Emotional Disability Specialist, Colorado Department of Education
- **Brandon Edelman** - Dispute Resolution and Policy Supervisor, Colorado Department of Education
- **Brooke Carson** - Autism Specialist, Colorado Department of Education
- **Dawn Cruickshank** - Behavior Specialist, Mesa District 51
- **Chad Dekam** - Behavior Specialist, Colorado Springs School District 11
- **Deirdre Martinez** - Behavior Specialist, Douglas County Schools
- **Erin Frank** - School Psychologist, Jefferson County School District
- **Alicia Davidson** - School Psychologist, Denver Public Schools
- **Jennifer Tilley** - Behavior Specialist, Douglas County Schools
- **Keith Sousa** - Behavior Specialist, Douglas County Schools
- **Megan Johnson** - Behavior Specialist, Jefferson County School District
- **Oded Naiman** - Board Certified Behavior Analyst, Denver Public Schools
- **Royce Trantum** - Behavioral Health Coordinator, San Juan BOCES
- **Liz Nardini** - District Coordinator, Cherry Creek Schools
- **Brandi Durr** - School Psychologist, San Juan BOCES
- **Mari Stevenson** - Special Education Coordinator, St Vrain Valley School District
- **Robyn Klein** - Behavioral Instructional Coach, St Vrain Valley School District
- **Lynne DeSousa** - MTSS Specialist/RTI and PBIS Integration Coordinator, Colorado Department of Education
- **Gina Herrera** - Significant Support Needs and Deafblindness Specialist/Supervisor, Colorado Department of Education
- **Michael Ramirez** - General Supervision and Continuous Improvement Supervisor, Colorado Department of Education
- **Kristine Melloy** - Student Success Coach, Thompson School District
- **Meghan Weatherly** - Board Certified Behavior Analyst, Cherry Creek School District