

**BEHAVIOR INTERVENTION PLAN**

SpEd 55a

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_ Date Developed \_\_\_\_\_ Date Implemented \_\_\_\_\_

**Summary Statement of Problem Behavior:**

(Trigger and function of target behavior based on FBA)

**Baseline Data of Problem Behavior:**

(Frequency, intensity, duration, etc.)

**Target Behavior(s) or Problem Behavior(s):****Replacement Behavior:** Which could meet the same function/need as the problem behavior (Identify one only)

- |  |   |
|--|---|
| <input type="checkbox"/> Hand raising/Asking for help/"Sure I will"  | <input type="checkbox"/> Express frustration/feelings appropriately – e.g., cool down, problem solving ("I" messages), relaxation, diversion, re-direct into activity |
| <input type="checkbox"/> Short break – e.g., break cards/tickets, scheduled breaks   | <input type="checkbox"/> Sensory break  |
| <input type="checkbox"/> Peer interaction skills   | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Responds to choices – e.g., choice of work tasks, preferred activities or interests, offer negotiations |   |

**Instructional Interventions for teacher replacement behavior:**

What will be taught?

When (frequency)?

Who will teach?

How skills will be taught/monitored across settings?

**Instructional Interventions for teacher replacement behavior:**

Antecedent/trigger

Strategy based on antecedent/trigger

**Consequence Intervention – POSITIVE:****Consequence Intervention – NEGATIVE:**

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Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_

**Summary Statement of Problem Behavior:**  
(Trigger and function of target behavior based on FBA)**Baseline Data of Problem Behavior:**  
(Frequency, intensity, duration, etc.)**Emergency Safety Interventions and Possible Side Effects:**☐ **Not Applicable**☐ **Seclusionary Time-Out**

Student is placed in a supervised setting for a specified period of time. Student may become aggressive or injure themselves or staff when being taken to a time-out room.

☐ **Physical Restraint**

The minimum amount of force necessary is used to hold/restrain a student only as long as the student is a danger to themselves or others. Risk of physical limb injury, asphyxiation, possible death, internal injuries, aspiration, skeletal injuries – especially if the student fights or struggles.

**Data Collection Method:**☐ **Not Applicable**☐ **Time-out Booth Logs and Graphs**☐ **Manual Restraint Logs & Graphs****Summary of Emergency Safety Interventions data to be reviewed at the Initial Behavior Plan Review Meeting:****Signature & Title of Student Support Team & Meeting Participants:****Date of Meeting:**

Parent \_\_\_\_\_

Student \_\_\_\_\_

SpEd Teacher (if appropriate) \_\_\_\_\_

Regular Teacher \_\_\_\_\_

LEA \_\_\_\_\_

Other \_\_\_\_\_

Follow-up and Behavior Plan Review Date: (within 2 weeks) \_\_\_\_\_

**Initial Behavior Plan – Summary of Changes:** (Summary of changes based on intervention data)**Signature & Title of Student Support Team & Meeting Participants:****Date of Meeting:**

Parent \_\_\_\_\_

Student \_\_\_\_\_

SpEd Teacher (if appropriate) \_\_\_\_\_

Regular Teacher \_\_\_\_\_

LEA \_\_\_\_\_

Other \_\_\_\_\_

Next Behavior Plan Review Date: (review every 2 weeks until progress, then review at the end of every term)

Use the Supplemental Behavior Plan Review Form \_\_\_\_\_