



COLORADO
Department of Education

Behavior Intervention Plan Form

The development of this document is due to the efforts of the FBA Workgroup. This taskforce developed the FBA Summary Report through the collaboration of educators, administrators, special service providers, and university staff. We would like to extend a special thanks to contributors:

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Legal Name of Student	State Student ID (SASID)	Date of Birth	Date Form Completed
Student's Grade	Parent/Guardian/ESP Name(s)	Parent/Guardian/ESP Email	Parent/Guardian/ESP Phone Number
MTSS/Rtl.PBIS	504	IEP	Eligibility Area

Behavior Intervention Plan (BIP)

Sources of Information:

List sources of information used in FBA, both formal and informal, to develop this plan.

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|-------------------|------------------------------------|---|
| Student Interview | AABC Data and Student Observations | Reinforcement Inventory |
| Parent Interview | Record Review | Missing Social Skills Inventory |
| Teacher Interview | Environmental Review | Summary (cognitive, SEL, and/or academic skill gaps that might be driving or contributing to behavior |
| Rating Scales | Social History/Medical History | |

Other and Additional Comments:

Strengths-Based Profile

Identify skills and interests, positive relationships, pro-social behaviors, family and community supports, and other protective factors.

Functional Behavior Assessment (FBA) Summary Statement

Describe specific problem behavior and summary/hypothesis statement from FBA.

Behavioral Goal and Evaluation

Indicate the desired behavior for the long-term goal and how the goal will be measured and by whom. Identify the desired performance level for increasing the occurrence of the desired behavior (criterion for success).

Goal:

Goal Statement:

Goal Baseline:

Progress Monitoring Method (frequency, duration, intensity, or latency):	Frequency of measurement:	Criteria for success: Frequency of date review:	Person(s) responsible for data collection:
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Preventive and Proactive Strategies

Setting Event Strategies (Reduce Impact of setting events)	Antecedent Strategies (Decrease likelihood that behavior will occur)	Behavior Teaching Strategies (Alternative Behaviors)
List strategies that will mitigate the impact of setting events identified in the FBA:	List strategies that will decrease the student’s motivation to engage in the target behavior	List strategies that staff will use to teach the replacement behaviors that serve the same function as the Target behavior:
Build in a “alternate” routine when the setting event is present to diffuse the effects of a setting event:	Prompt replacement and/or desired behavior:	List the strategies that the staff will use to teach the desired behavior:

Response Strategies

Reinforcement Strategies

(Reinforcement should match the function of the target behavior (i.e., the need of the target behavior is met)

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

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

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 any environmental modification and staff verbal de-escalation strategies.

Behaviors that constitute a crisis situation: (List specific behaviors here)

Phase 1: Accelerating Behaviors

Student looks like:

Staff Supports by:

Phase 2: Severe/Crisis Behaviors

Student looks like:

Staff Supports by:

Phase 3: Post Escalation

Student looks like:

Staff Supports by:

Contextual Fit

What needs do personnel have in order to implement this plan in the current education environment?

Environmental Supports

Training

Resources

Who needs to be involved?

What type of training is needed?

What resources are needed?

What environmental supports 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?

Communication and Training of the Behavior Intervention Plan

The plan will be communicated to the following people (i.e., bus driver, clinic aid, school resource officer, etc.)

Person to be contacted:	How contact will be made:	Person responsible for contact:	Date/frequency of contact

Who will communicate revisions and updates internally and externally?

Team Members:

Teacher, parent, student, mental health worker, community agency personnel, related service provider etc.

Parent 1:	Other 1:
Parent 2:	Other 2:
Student:	Other 3:
Case Manager:	Other 4:

Parent provided a copy of plan on this date