

**RALEIGH COUNTY SCHOOLS
BEHAVIOR INTERVENTION PLAN**

STUDENT NAME: _____

TODAY'S DATE: _____

SCHOOL: _____ **GRADE:** _____

NEXT REVIEW DATE: _____

(Subsequent review dates see last page)

Item	Descriptor	RESPONSE	
1	<p>The problem behavior is <i>(Describe what the behavior looks like utilizing the following tools)</i></p> <ul style="list-style-type: none"> • Problem Behavior Questionnaire 		
2	<p>What causes (or triggers) the problem behavior? <i>Utilize the following tools to determine:</i></p> <ul style="list-style-type: none"> • PTR Functional Behavior Assessment Checklist 		
3	<p>What environmental changes, structures, and/or supports could be made to prevent the problem behavior(s) from occurring? <i>Utilize the following tools to determine:</i></p> <ul style="list-style-type: none"> • FBA Observation Form • Classroom Data • Student/Parent Questionnaire 	<ul style="list-style-type: none"> <input type="checkbox"/> Access to Reward/Incentive System <input type="checkbox"/> Use <i>First</i> ___ <i>Then</i> ___ System <input type="checkbox"/> Provide positive peer model <input type="checkbox"/> Provide additional time <input type="checkbox"/> Provide breaks in day <input type="checkbox"/> Schedule change <input type="checkbox"/> Adjust pace of instruction <input type="checkbox"/> Provide place to cool down <input type="checkbox"/> Allow alternate modalities of responding <input type="checkbox"/> Provide random positive statements/affirmations/feedback <input type="checkbox"/> Preferential seating away from _____ or closer to _____ ___ 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduced Assignments <input type="checkbox"/> Adjust lighting/noise <input type="checkbox"/> Change curriculum level <input type="checkbox"/> Visual/graphic supports <input type="checkbox"/> Visual schedule <input type="checkbox"/> Provide choices <input type="checkbox"/> Increase transition supports
4	<p>The team believes the behavior occurs because: <i>(Function of behavior in terms of attention, escape or avoidance, getting something or tangible)</i></p> <ul style="list-style-type: none"> • Problem Behavior Questionnaire • Functional Behavior Interviews 	<ul style="list-style-type: none"> <input type="checkbox"/> Escape of _____ <input type="checkbox"/> Avoidance of _____ <input type="checkbox"/> Attainment of _____ <input type="checkbox"/> Combination _____ 	
5	<p>What the team believes the student should do Instead of what student is doing; AND how that replacement behavior is reinforced? <i>(Replacement behavior should address the Function of behavior in terms of attention, escape or avoidance, getting something or tangible and how the replacement behavior will be reinforced)</i> <i>Utilize the following tools to determine:</i></p> <ul style="list-style-type: none"> • Setting Events Checklist • FBA Observation Form • Classroom Data • Student/Parent Questionnaire 	REPLACEMENT BEHAVIOR	REINFORCEMENT

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6	<u>STUDENT INTERVENTION PLAN</u>	
Problem Behavior:		
<p>STAGE 1 (Supportive) Describe in the <u>left</u> column behaviors that indicate a change in behavior is likely to occur. These are often referred to as the “rumblings” or precursors. Describe in the <u>right</u> column environmental changes, structures, and/or supports could be made to prevent the problem behavior(s) from occurring.</p>		
Behavior(s):	Intervention(s):	
<p>STAGE 2 (Directive) Describe in the <u>left</u> column escalated behavior that indicate the problem behavior is likely to occur (i.e. refusal, belligerence, shouting). Describe in the <u>right</u> column directives to be given that modify the expectations, environment, structures, and/or audience (i.e. set limits, verbalize expectations, use a tangible reminder, send to cool down).</p>		
Behavior(s):	Intervention(s):	
<p>STAGE 3 (Risk Behaviors) Describe in the <u>left</u> column escalated behaviors that may require physical intervention (i.e. running, hitting, kicking, risk to self or others). Describe in the <u>right</u> column actions to be taken in a safe, non-harmful and last resort response. (i.e. corralling, holding, deflecting, crisis team).</p>		
Behavior(s):	Intervention(s):	
<p>STAGE 4 (Tension Reduction) Describe in the <u>left</u> column behaviors that may indicate de-escalation (i.e. crying, hiding, apology, lethargy). Describe in the <u>right</u> column actions to be taken to support the student and reintegrate them into the school routine. (i.e. re-establish communication, quiet time, rest time, speak with preferred person).</p> <p style="text-align: center;"><i>NOTE: It is very important to realize that this is NOT a teaching moment. Rehearsal of the risk behaviors and reprimand will likely cause a negative and emotional response.</i></p>		
Behavior(s):	Intervention(s):	

BISP **MUST** be reviewed at least once annually to determine the effectiveness of the interventions. This page provides signatures for 3 meetings.

Original Date:	
Signatures	
Student	
Parent/Guardian	
Parent/Guardian	
Administrator	
General Educator	
Special Educator	
Other (Specify)	
Other (Specify)	

Review Date:	
Signatures	
Student	
Parent/Guardian	
Parent/Guardian	
Administrator	
General Educator	
Special Educator	
Other (Specify)	
Other (Specify)	

Review Date:	
Signatures	
Student	
Parent/Guardian	
Parent/Guardian	
Administrator	
General Educator	
Special Educator	
Other (Specify)	
Other (Specify)	