

STUDENT NAME: _____ DATE OF MEETING: _____

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Complete when the team has determined a Behavioral Intervention Plan is needed.

Target Behavior

Is this behavior a Skill Deficit or a Performance Deficit?

Skill Deficit: The student does not know how to perform the desired behavior.

Performance Deficit: The student knows how to perform the desired behavior but does not consistently do so.

Student's Strengths – Describe the student's behavioral strengths.

Hypothesis of Behavioral Function – Include hypothesis developed through the Functional Behavioral Assessment. (Attach completed form.) What desired thing(s) is the student trying to **get**? OR What undesired thing(s) is the student trying to **avoid**?

Summary of Previous Interventions Attempted – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made, or replacement behaviors taught.

Replacement Behaviors – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g., student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

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BEHAVIORAL INTERVENTION STRATEGIES AND SUPPORTS

Environment – How can the environment or circumstances that trigger the target behavior be adjusted?

Instruction and/or Curriculum – What changes in instructional strategies or curriculum would be helpful?

Positive Supports – Describe all additional services or supports needed to address the student’s identified needs that contribute to the target behavior.

Motivators and/or Rewards – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

Restrictive Disciplinary Measures – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used. Include necessary documentation and timeline for evaluation.

Crisis Plan – Describe how an emergency situation or behavior crisis will be handled.

Data Collection Procedures and Methods – Describe expected outcomes of the interventions, how data will be collected and measured, what the timelines are, and criteria to determine success or lack of success of the interventions.

Provisions for Coordination with Caregivers – Describe how the school will work with the caregivers to share information; provide training to caregivers, if needed; and how often this communication will take place.