

Student: \_\_\_\_\_

## BEHAVIOR INTERVENTION PLAN

Student- \_\_\_\_\_ Grade- \_\_\_\_\_ School- \_\_\_\_\_

Participants- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Problem Behavior, (measurable)

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### PRELIMINARY STRATEGIES

Preventive measures that will be put in place in hopes that the adjustments will reduce the occurrence of the problem behavior-

Yes  Not Needed Adjustments could be made as to WHEN the problem behavior is likely to occur by

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Yes  Not Needed Adjustments could be made as to WHERE the problem behavior is likely to occur by

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Yes  Not Needed Adjustments could be made as to the SUBJECT/ACTIVITY during which the problem behavior is likely to occur by

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Student: \_\_\_\_\_

Yes    Not Needed   Adjustments could be made as to the PEOPLE present when the problem behavior is likely to occur by

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**OTHER ADJUSTMENTS:**

Yes    Not Needed   Clarification and/or re-teaching expectations or routines

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Yes    Not Needed   Modifying tasks/assignments/curriculum

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Yes    Not Needed   Increasing supervision

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Yes    Not Needed   Utilizing special equipment

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Student: \_\_\_\_\_

## INSTRUCTIONAL STRATEGIES

What skills will the student need to be taught in order to successfully demonstrate the **Replacement Behavior**

Social Skills

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Study Skills

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Academic Skills

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Other

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How will these skills be taught?

Individual Instruction

Group Instruction

Demonstration/Modeling

Role Play

Guided Practice

Independent Practice

Who will provide the instruction? \_\_\_\_\_

When will the instruction take place? \_\_\_\_\_

Where will the instruction take place? \_\_\_\_\_

How often will instruction take place? \_\_\_\_\_

How will opportunities for practice/rehearsal be provided?

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Student: \_\_\_\_\_

How will the student be prompted to utilize his/her newly acquired skills?

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## REINFORCEMENT PROCEDURES

Identify Potential Reinforcers

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Specific Behavior Criteria to earn the reinforcers

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Schedule of Reinforcement- How frequently can the student earn the above reinforcers?

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### Delivery System

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|---|--|---|
| <input type="checkbox"/> Self-monitoring  | <input type="checkbox"/> Point system      | <input type="checkbox"/> Behavioral contract    |
| <input type="checkbox"/> Token economy    | <input type="checkbox"/> Group contingency |   |
| <input type="checkbox"/> Home note system | <input type="checkbox"/> Chart moves       | <input type="checkbox"/> Lottery/raffle tickets |
| <input type="checkbox"/> Tracking         | <input type="checkbox"/> Beep tape         |   |
| <input type="checkbox"/> Other _____      |  |   |

## CORRECTION PROCEDURES

- All occurrences of the problem behavior will be ignored, while attending to the appropriate behavior of other students
- When the problem behavior occurs the student will be verbally asked to stop and then redirected by

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Student: \_\_\_\_\_

Minimal consequences/penalties will be used-

Loss of incentive/privilege \_\_\_\_\_

Loss of \_\_\_\_\_ minutes of \_\_\_\_\_

Positive Practice (Describe)

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Phone call to parents

Time away from the opportunity for reinforcement (describe)

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A level system including a hierarchy of consequences for appropriate behavior will be used  description attached

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A contract will be written which specifies reinforcers for positive behavior and the consequences of the problem behavior (attach the signed contract)

Other

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Student: \_\_\_\_\_

## IMPLEMENTATION DETAILS

What tracking system will be used to track the deliverance of reinforcers and/or the use of correction procedures/consequences?

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Include any other details/explanations not previously described to insure that anyone could read this plan and implement the program.

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Projected Review Meeting

Date- \_\_\_\_\_