

---

(School Name / District Name)

## Behavior Intervention Plan Level Two

Student Name: \_\_\_\_\_  
DOB: \_\_\_\_\_  
Date of Plan: \_\_\_\_\_  
Prepared By: \_\_\_\_\_  
Teacher(s): \_\_\_\_\_  
Grade: \_\_\_\_\_

### Medical Concerns

There **are/are not** known medical issues which may preclude the use of the techniques described within this plan. (If there are medical issues, please describe.)

\_\_\_\_\_

Medication: \_\_\_\_\_ Purpose: \_\_\_\_\_

### Functional Behavioral Assessment (information obtained from FBA already completed)

Student's strengths and interests:

\_\_\_\_\_

Signs of increased difficulties include (before behaviors escalate):

\_\_\_\_\_

Effective strategies (what has already been tried and was successful):

\_\_\_\_\_

Ineffective strategies (what has already been tried and was not successful, possible triggers):

\_\_\_\_\_

### Function of behavior (hypothesis from FBA):

Behavior 1: \_\_\_\_\_

The available information suggests that when \_\_\_\_\_ (**antecedent/trigger**) the child \_\_\_\_\_ (**target behavior**) in order to \_\_\_\_\_ (**reason/function**).

Behavior 2: \_\_\_\_\_

The available information suggests that when \_\_\_\_\_ (**antecedent/trigger**) the child \_\_\_\_\_ (**target behavior**) in order to \_\_\_\_\_ (**reason/function**).

Behavior 3: \_\_\_\_\_

The available information suggests that when \_\_\_\_\_ (**antecedent/trigger**) the child \_\_\_\_\_ (**target behavior**) in order to \_\_\_\_\_ (**reason/function**).

### **Plan Description**

Goals (These should be the targeted behaviors from the FBA, limit to 2-3 goals)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### **Positive Behavior Supports** (refer to PBS on page 29)

Proactive Technique: Any positive intervention provided to a student (or group of students) to shape behavior and reduce target behavior(s).

\_\_\_\_\_

### **Reactive Techniques** (see list on page 33)

Reactive Technique: Any technique or intervention that occurs after the student (or group of students) engages in the target behavior to shape and reduce target behavior(s).

Behavior 1: \_\_\_\_\_

Behavior 2: \_\_\_\_\_

Behavior 3: \_\_\_\_\_

Outline steps staff will take when student is engaging in target behaviors.

\_\_\_\_\_

### **Plan Termination**

Plan's success will be determined when student has achieved their goals at \_\_\_\_\_% for \_\_\_\_\_ amount of time.

### **Data Collection**

Explain how data will be collected related to the specific target behaviors and interventions.

\_\_\_\_\_

### **School Behavior Intervention Plan Coordinator's Responsibilities**

Coordinator: \_\_\_\_\_

1. Assure everyone knows their role in the BIP as soon as possible. Use the BIP Action Plan and/or create a summary of the BIP elements for staff to follow. This will remedy the fact that it may take some time for the edited BIP form to get completed.
2. Assure all people involved initial their responsibilities on the action plan.
3. Once the GOISD forwards the edited BIP to the school, make copies of the current BIP.
4. Distribute the BIP to the following people, places: CA60, special education file, administration, parents
5. Schedule the BIP review & provide invites.
6. The next scheduled BIP review will be \_\_\_\_\_.
7. At the next review, have a copy of the current BIP ready for all Team Members.
8. At the next review, have a summary of the data collected (for the identified target behaviors & interventions) as specified in the BIP.
9. Assure all pertinent people are invited to the BIP review.

BIP Action Plan for \_\_\_\_\_ Date \_\_\_\_\_

<b>BIP Member</b>	<b>Will Complete the Following Elements of the Behavior Intervention Plan</b>	<b>By When</b>
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		

**Positive Behavior Intervention Support Plan Consent Form**

\_\_\_\_\_  
**(School Name)**

\_\_\_\_\_  
**(Student Name)**

Behavior Intervention Plan Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Parental Consent**

I have read and understand the present plan that has been developed for my child and I agree to its implementation

I have read and understand the present plan that has been developed for my child and I disagree to its implementation

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Student Agreement**

I have read and understand this plan.  
I agree to follow this plan.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Additional BIP Team Members / Witnesses:**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Special Educator Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_