

BIP Implementation Checklist

Fidelity Monitoring & Self-Check Protocol

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Student Information

Student: _____

Date: _____

Observer: _____

Setting: _____

Target Behavior(s): _____

Rating Key: (+) Observed/In Place (-) Not Observed/Missing (NA) Not Applicable

Circle one option for each item during observation or self-check.

Classroom Environment & Antecedent Strategies

- Physical environment is arranged to minimize triggers (seating, traffic flow, visual distractions)
- Visual schedule is posted and referenced throughout the day
- Transitions are signaled in advance (verbal, visual, or auditory cue)
- Task demands are appropriately matched to student skill level
- Clear expectations are posted and reviewed regularly
- Sensory supports are available and accessible (fidgets, headphones, weighted items)
- Calm-down/break area is set up and student knows how to access it
- Preferred activities/items are visible but access is contingent on plan
- Adult proximity is appropriate (not hovering, available when needed)
- Modifications/accommodations from IEP are implemented



Reinforcer Management

- Reinforcers are based on current preference assessment (not assumed)
- Reinforcement is delivered immediately following target/replacement behavior
- Reinforcement schedule matches BIP specifications (continuous, intermittent, etc.)
- Social praise is specific and behavior-focused ("Nice job raising your hand!")
- Token/point system is used correctly if part of plan
- Reinforcer variety is maintained to prevent satiation
- Access to reinforcement is restricted outside of earning opportunities
- Reinforcement ratio is higher for replacement than problem behavior
- Student understands the connection between behavior and reinforcement
- Data on reinforcer effectiveness is collected and reviewed



Responses to Behavior Levels

Level 1: Precursor/Warning Signs

Early indicators that problem behavior may occur - PREVENTION FOCUS

- Staff can identify student's specific precursor behaviors
- Antecedent interventions are implemented at first warning sign
- Prompts for replacement behavior are provided proactively
- Environmental modifications are made immediately (reduce demands, offer break)
- Calm, neutral tone is maintained



Level 2: Escalating Behavior

Behavior is increasing in intensity but not yet at crisis - DE-ESCALATION FOCUS

- Visual and gestural supports are used (visual cues, gesture prompts)
- Verbal interactions are minimized (avoid power struggles)
- Choices are offered within acceptable options
- Space is provided while maintaining safety supervision
- Calm-down strategies are prompted (deep breathing, break card)
- Peers are redirected away if needed



Level 3: Crisis/Target Behavior Occurring

Full target behavior is occurring - SAFETY FOCUS

- Safety of student and others is prioritized
- Crisis response procedures are followed as written in BIP
- Minimal attention is given to problem behavior (planned ignoring if safe)
- Function-based response is used (not inadvertently reinforcing)
- Physical intervention used ONLY if specified in plan and necessary for safety
- Incident is documented immediately after resolution



Level 4: Post-Crisis/Recovery

Behavior has de-escalated - RESTORATION FOCUS

- Student is given time to fully regulate before processing
- Re-entry to activity is supported without shame or excessive discussion
- Relationship repair occurs at appropriate time
- Replacement behavior is re-taught/practiced when calm
- Environmental factors are analyzed for future prevention
- Staff debriefs occur if incident was significant



Replacement Behavior Teaching Protocol

When to Teach & Practice Replacement Behaviors

- During calm, regulated moments (NOT during escalation)
- At the start of the day during check-in routine
- Before high-risk activities/transitions (pre-correction)
- Immediately after a successful use of replacement behavior (reinforce + expand)
- During designated social skills/SEL instruction time
- After recovery from an incident (when fully calm, as re-teaching)

Direct Teaching Checklist

Complete during explicit instruction sessions

- Replacement behavior is clearly defined in student-friendly language
- Rationale is explained (why this helps the student get what they need)
- Adult models the replacement behavior correctly
- Non-examples are shown (what NOT to do) with explanation
- Student practices replacement behavior with guidance
- Immediate positive feedback is provided during practice
- Multiple practice opportunities across settings are provided
- Visual supports (cue cards, social stories) are used



Prompting & Fading Protocol

Use least-to-most prompting; fade support as student demonstrates mastery

- Level 1 - Environmental: Visual cues/reminders are in place
- Level 2 - Gestural: Gestural prompts (point, signal) are used first
- Level 3 - Indirect Verbal: Hints provided ("What could you do?")
- Level 4 - Direct Verbal: Explicit instruction given ("Use your break card")
- Level 5 - Model: Adult demonstrates the behavior
- Level 6 - Physical: Hand-over-hand guidance (only if appropriate/consented)
- Prompts are faded systematically as independence increases
- Data on prompt level needed is tracked



Generalization Planning

- Replacement behavior is practiced with multiple adults
- Replacement behavior is practiced across multiple settings
- Replacement behavior is practiced during multiple times of day
- Natural reinforcers are identified and incorporated
- Student can explain when/why to use replacement behavior



Phase 1: Pre-Implementation Preparation

Team Assembly & Training

- All team members identified (teachers, paras, specialists, related staff)
- BIP coordinator assigned for monitoring and scheduling
- Specific responsibilities defined for each team member
- Communication protocols established (daily updates, crisis, progress)
- Initial team training completed before implementation

Materials & Environment

- Visual supports created (token boards, schedules, first-then boards, choice menus)
- Reinforcement items gathered based on preference assessment
- Data collection tools prepared (paper or digital tracking system)
- Physical environment set up (calm corner, seating, sensory tools)
- One-page BIP summaries created for quick reference

Baseline Verification

- Baseline data is current (within 2-4 weeks)
- Goal criteria are measurable and realistic
- Replacement behavior baseline established

Phase 2: Initial Rollout (Weeks 1-2)

Week 1: Foundation

- Environmental modifications introduced first
- Antecedent strategies implemented
- Reinforcement system started at high frequency
- Crisis procedures practiced with staff
- Replacement behaviors explicitly taught
- Daily team check-ins occurring

Week 2: Refinement

- Week 1 data reviewed and adjustments made
- Reinforcement schedules adjusted based on response
- Staff questions and barriers addressed
- End-of-week team meeting completed
- Modifications documented with rationale

Phase 3: Fidelity Monitoring (Ongoing)

Implementation Fidelity

- Regular fidelity observations scheduled (weekly initially, then bi-weekly)
- Fidelity checklist specific to this BIP is used
- Multiple implementers observed across settings
- Fidelity percentage calculated (target: 80%+)
- Feedback provided to staff within 24 hours

Data Quality

- Data collected daily as specified
- Inter-observer agreement checked periodically (80%+ agreement)
- Data sheets reviewed for completeness
- Data graphed weekly to visualize trends
- Data stored securely per FERPA

Troubleshooting

- Low fidelity: Barriers identified and addressed
- No improvement after 2-3 weeks: Function hypothesis reviewed
- Initial behavior increase: Extinction burst vs. plan issue determined
- Staff burnout: Responsibilities redistributed, support increased

Phase 4: Progress Review & Adjustment

Bi-Weekly Reviews

- Target and replacement behavior data graphed
- Percentage change from baseline calculated
- Fidelity data reviewed alongside behavior data
- New patterns documented
- Decision made: Continue, modify, or escalate

Decision Rules

- Meeting goal! Begin generalization/maintenance planning
- Progress but not at goal! Continue with minor modifications
- No progress after 4-6 weeks (high fidelity)! Major revision needed
- Regression! Emergency team meeting within 48 hours

Maintenance & Generalization

- New settings/people identified for generalization
- Additional staff trained as needed
- Prompts and supports faded systematically
- Long-term maintenance data collection planned

Observation Summary

Section	+ Count	- Count	NA Count	Fidelity %
Classroom Environment				
Reinforcer Management				
Level 1: Precursors				
Level 2: Escalation				
Level 3: Crisis				
Level 4: Recovery				
Teaching Protocol				
Prompting & Fading				
Generalization				

TOTAL / OVERALL FIDELITY

_____ %

Observations, Strengths & Areas for Improvement

Action Items / Next Steps:

- _____
- _____
- _____

Next Observation Date: _____ Observer Signature: _____

Simplify Your BIP Tracking

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