

# Behavior Intervention Plan (BIP)

## Comprehensive Intervention Planning Template

### Section 1: Student Information

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_  
IEP Date: \_\_\_\_\_ BIP Date: \_\_\_\_\_  
Disability Category: \_\_\_\_\_ Case Manager: \_\_\_\_\_

### Section 2: Functional Behavior Assessment Summary

FBA Completion Date: \_\_\_\_\_

Assessment Methods Used:

- Direct Observation
- Teacher Interview
- Parent Interview
- Student Interview
- Record Review
- ABC Data Collection
- Rating Scales

Summary of FBA Findings:

### Section 3: Target Behaviors

Target Behavior	Operational Definition	Baseline Data

### Section 4: Hypothesized Function of Behavior

Primary Function(s):

- Escape/Avoidance - Behavior results in removal of demands or aversive stimuli
- Attention Seeking - Behavior results in social attention from adults or peers
- Access to Tangibles - Behavior results in access to preferred items/activities
- Sensory/Automatic - Behavior provides internal stimulation or regulation

Function Statement (When [antecedent], the student [behavior] to [function]):

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## Intervention Strategies

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### Section 5: Replacement Behaviors

Functionally Equivalent Replacement Behavior:

How the replacement behavior will be taught:

### Section 6: Preventive/Antecedent Strategies

Environmental Modifications:

Instructional Strategies:

Routine & Structure Modifications:

### Section 7: Teaching Strategies

Social Skills Instruction:

Self-Management Skills:

Communication/Coping Skills:

### Section 8: Reinforcement Strategies

Reinforcement System:

Identified Reinforcers:

Reinforcement Schedule:

# Behavior Intervention Plan (BIP)

## Response Strategies & Monitoring

### Section 9: Reactive/Response Strategies

De-escalation Techniques:

Response to Minor Behaviors:

Response to Major Behaviors:

Crisis Response Plan (if applicable):

### Section 10: Data Collection Plan

Data Collection Method(s):

- Frequency/Event Recording
- Duration Recording
- Interval Recording
- Latency Recording
- ABC Data

Data Collection Schedule: \_\_\_\_\_

Person(s) Responsible: \_\_\_\_\_

Review Schedule: \_\_\_\_\_

### Section 11: Measurable Goals

Goal 1:

Goal 2:

# Behavior Intervention Plan (BIP)

## Team Signatures & Agreement

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### BIP Team Members & Signatures

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

Student (if appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

General Education Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

School Psychologist/BCBA: \_\_\_\_\_ Date: \_\_\_\_\_

Related Service Provider: \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_: \_\_\_\_\_ Date: \_\_\_\_\_

### Review Dates

Initial Review Date: \_\_\_\_\_ 6-Month Review: \_\_\_\_\_

Annual Review Date: \_\_\_\_\_

### Best Practices for BIP Implementation:

- Train all staff who work with the student on BIP procedures
- Collect data consistently to monitor progress
- Review and adjust the plan based on data
- Maintain open communication with family
- Document all modifications and their outcomes
- Ensure fidelity of implementation across all settings