

# Behavior Plan

<b>Student information:</b>	Name: _____ School: _____ Date: _____ Grade: _____
<b>BIP created by:</b>	
<b>Problem Behavior:</b> <i>Inappropriate behavior(s)</i>	
<b>Replacement Behavior:</b> <i>Appropriate behavior(s)</i>	
<b>Skills Needed</b>  <i>What skills are needed for the student to learn the desired behavior and who will teach it?</i>  (Social skills can be taught by counselors, skill building coaches, trackers, school psychologists, teachers, administrators, mentors, social workers, etc.)	<b>Social Skills to be Taught: Person Responsible</b> <input type="checkbox"/> Decision-making: _____ <input type="checkbox"/> Emotional regulation: _____ <input type="checkbox"/> Empathy: _____ <input type="checkbox"/> Goal setting & follow through: _____ <input type="checkbox"/> How to apologize: _____ <input type="checkbox"/> How to disagree in socially appropriate ways: _____ <input type="checkbox"/> How to follow instructions: _____ <input type="checkbox"/> Problem solving: _____ <input type="checkbox"/> Social skills training: _____ <input type="checkbox"/> Staying out of others' problems: _____ <input type="checkbox"/> Stress management: _____ <input type="checkbox"/> Understanding social cues: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
<b>Accommodations, interventions, and who's responsible for them</b>  <i>What help will we give the student to help him/her succeed?</i>  It is <b>VERY</b> important that these accommodations and / or interventions be followed consistently by teachers, aides, and school staff.	<b>Interventions and accommodations to help the student learn the replacement behavior: Person Responsible</b> <input type="checkbox"/> Avoid confrontational criticism: _____ <input type="checkbox"/> Avoid power struggles: _____ <input type="checkbox"/> Clear, concise directions: _____ <input type="checkbox"/> Communicate regularly with parents: _____ <input type="checkbox"/> Develop non-verbal cues for behavior modification: _____ <input type="checkbox"/> Frequent reminders / prompts: _____ <input type="checkbox"/> Giving leadership opportunity: _____ <input type="checkbox"/> Implement a routine schedule: _____ <input type="checkbox"/> Modify assignments: _____ <input type="checkbox"/> Preferential seating: _____ <input type="checkbox"/> Provide a cooling off / de-escalation period: _____ <input type="checkbox"/> Provide a highly-structured setting: _____ <input type="checkbox"/> Regular meetings with a counselor: _____ <input type="checkbox"/> Reprimand the student privately: _____ <input type="checkbox"/> Review rules & expectations: _____ <input type="checkbox"/> Schedule change: _____ <input type="checkbox"/> Seating change: _____ <input type="checkbox"/> Self-reflection / tracking sheet: _____ <input type="checkbox"/> Specifically define limits: _____ <input type="checkbox"/> Supervise unstructured time: _____ <input type="checkbox"/> Teacher / staff proximity: _____ <input type="checkbox"/> Time w/ skill-building coach / tracker: _____ <input type="checkbox"/> Working with a mentor: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

<p><b>Method of Measuring Progress</b></p> <p><i>How will we know if things are improving or not?</i></p>	<input type="checkbox"/> Behavior contract <input type="checkbox"/> Charting / graphing <input type="checkbox"/> Daily behavior sheet / tracking <input type="checkbox"/> Direct observation <input type="checkbox"/> Number of discipline referrals <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Weekly behavior sheet / tracking <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
<p><b>Check-in &amp; Reassessment Times</b></p>	<p>Frequency of check ins</p>	<p>Reassessment date</p>
<p><b>Positive Consequences for Demonstrating Appropriate Replacement Behavior</b></p> <p><i>What can the student earn?</i></p>	<input type="checkbox"/> One week <input type="checkbox"/> Two weeks <input type="checkbox"/> Other: _____	
<p><b>Negative Consequences for Inappropriate Behavior</b></p> <p><i>As much as possible, consequences should be natural, logical, and aligned with the appropriate behavior.</i></p>	<input type="checkbox"/> Computer time <input type="checkbox"/> Earned privileges <input type="checkbox"/> Earned tokens / points <input type="checkbox"/> Free time <input type="checkbox"/> Immediate feedback <input type="checkbox"/> Positive call or note home	<input type="checkbox"/> Positive visit to office <input type="checkbox"/> Tangible rewards <input type="checkbox"/> Verbal praise <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____