



ORLEANS PARISH SCHOOL BOARD

Behavior Intervention Plan (BIP)

Student's Name _____

Grade _____

School _____

Date _____

Problem Behavior:

Replacement Behavior:

Specific Behavioral Objective	Interventions Supports:	Person(s) Responsible
(student's name)	_____ _____	<u>Name:</u> _____ <u>Will:</u> _____
Will:	Instructional Strategies:	_____ _____ _____
_____ _____ _____	_____ _____ _____	<u>Name:</u> _____ <u>Will:</u> _____
Under these conditions:	Positive Reinforcers:	_____ _____ _____
_____ _____ _____	_____ _____ _____	<u>Name:</u> _____ <u>Will:</u> _____
To meet these criteria:	Corrective Strategies:	_____ _____ _____
_____ _____ _____	_____ _____ _____	

Team will meet again to review intervention plan and observation data on: _____

Signatures: _____

Review Result and Date: _____
Review Result and Date: _____



ORLEANS PARISH SCHOOL BOARD Behavior Intervention Plan

Student's Name _____

Grade _____

School _____

Date _____

Problem Behavior:

Replacement Behavior:

Specific Behavioral Objective	Interventions	Person(s) Responsible
<p>_____ (student's name)</p> <p>Will: <u>Begin assignment within two minutes</u></p>	<p>Supports: <u>Additional time</u></p>	<p>Name: <u>Teachers</u></p> <p>Will: <u>Have classroom asst. provide help, give extra time, repeat directions, provide extra examples, award PBS points, verbal praise, and homework pass for assignment completion</u></p>
<p>Under these conditions: <u>When given a verbal directive by the teacher</u></p>	<p>Positive Reinforcers: <u>PBS points for Friday social activity;</u> <u>Verbal praise</u></p> <p><u>Homework Pass</u></p> <p><u>Home reward: extra allowance</u></p>	<p>Name: <u>Administrator</u></p> <p>Will: <u>Support reinforcers and corrective strategies</u></p>
<p>To meet these criteria: <u>Improve from 10% assignment completion to 50% completion</u></p>	<p>Corrective Strategies: <u>Make up work before school</u></p> <p><u>Lunch Detention</u></p>	<p>Name: <u>Parent</u></p> <p>Will: <u>Reward Jane with extra allowance when goal is achieved</u></p>

Team will meet again to review intervention data and plan on: 8/22/08

Signatures: _____

Review Result and Date: The plan has been effective in helping Jane and will continue as written (8-22-08)



ORLEANS PARISH SCHOOL BOARD

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

PARENT INTERVIEW

Directions: Please complete and return this form to your child's school. The information will be used to help develop a behavior intervention plan for your child. Please return the completed form to

Student's Name _____ **Age** _____ **Today's Date** _____
Address _____ **Phone** _____
Person completing form _____ **Relationship to student** _____

Describe your child. (check all that apply)

easily distracted	cooperative	talkative	angry
stubborn	impulsive	shy/quiet	friendly
self-abusive	physically aggressive	often fidgety	shy
overactive	verbally aggressive	bossy	mean
moody	easy to please	cries easily	pouts
polite/kind	funny/clever	prefers to be alone	sad
eager to please others	withdrawn	sociable	passive

Self-esteem: **Good Fair Poor** Relations with parents: **Good Fair Poor**

Relations with peers: **Good Fair Poor** Relations with teachers: **Good Fair Poor**

Relations with sibling(s): **Good Fair Poor** Accepts responsibility for behavior? **Yes No Some**

What are his/her favorite things to do/places to go:

What motivates your child to behave well? _____

What usually causes your child to misbehave? _____

How often does your child misbehave? _____

What are the specific problem behaviors your child displays at home?

What are the specific problem behaviors your child displays at school?

What efforts have you already taken to assist the school in dealing with your child's behavior?

When were you first aware of behavioral problems at school? _____

Please describe any additional information you would like to provide to assist with planning a behavior intervention for your child:

Parent/Guardian Signature _____

Date _____



ORLEANS PARISH SCHOOL BOARD

FUNCTIONAL BEHAVIORAL ASSESSMENT

STUDENT INTERVIEW

Student _____

Date _____

Person completing the form _____

Do you have friends at school?	Yes	No	Not Sure
Do you like coming to school?	Yes	No	Not Sure
Do you think your classmates like you?	Yes	No	Not Sure
Do you like your classmates?	Yes	No	Not Sure
Do you complete your schoolwork?	Yes	No	Not Sure
Do you get into trouble at school?	Yes	No	Not Sure
Do you think your teacher(s) like you?	Yes	No	Not Sure
Do you get into trouble at home?	Yes	No	Not Sure
Do you do what adults tell you to do?	Yes	No	Not Sure
Do your classmates tease or pick on you?	Yes	No	Not Sure
In general, is your school work too hard?	Yes	No	Not Sure
In general, is your school work too easy?	Yes	No	Not Sure
When you ask for help appropriately, do you get it?	Yes	No	Not Sure
When you do seatwork, do you do better when someone works with you?	Yes	No	Not Sure
Do you think your teacher(s) notices and rewards you when you do a good job?	Yes	No	Not Sure
Are there things/people in the classroom that distract you?	Yes	No	Not Sure
In general, do you find your schoolwork interesting?	Yes	No	Not Sure

What do you do that gets you in trouble at school? _____

What would help you to behave better in school? _____

*** REINFORCER SURVEY ***

Name 3 things you most like to do at school:

1. _____
2. _____
3. _____

Name 3 things you most like to do at home:

1. _____
2. _____
3. _____

Name 3 classmates with whom you would like to work:

1. _____
2. _____
3. _____

Name 3 adults at school with whom you would like to spend time:

1. _____
2. _____
3. _____

If you had 15 minutes of free-time at school to do what you wanted, what would you do? _____

*****If student fails to name possible rewards or requests rewards that are not feasible, please see attached list of suggested rewards. Only present to the student rewards from the list that can be implemented*****

List of Suggested Rewards

(Adapted from InterventionCentral.Com)

Academic Activities

- Go to the library to select a book
- Help a classmate with an academic assignment
- Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity)
- Invite an adult "reading buddy" of student's choice to classroom to read with student
- Listen to books-on-tape
- Play academic computer games
- Read a book of his/her choice
- Read a story aloud to younger children
- Read aloud to the class
- Select a class learning activity from a list of choices
- Select a friend as a "study buddy" on an in-class work assignment
- Select friends to sit with to complete a cooperative learning activity
- Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
- Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
- Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- Complete chores or helpful activities around the classroom
- Deliver school-wide announcements
- Help the custodian
- Help the librarian
- Help an elective teacher (e.g., art, music, gym)
- Be the errand person for the class period/day/week
- Work at the school store

Praise/Recognition

- Be awarded a trophy, medal, or other honor for good behavior/caring attitude
- Be praised on school-wide announcements for good behavior or caring attitude
- Be praised privately by the teacher or other adult
- Design--or post work on--a class or hall bulletin board
- Get a silent "thumbs up" or other sign from teacher indicating praise and approval
- Have the teacher call the student's parent/guardian to give positive feedback about the student in the student's presence
- Have the teacher write a positive note to the student's parent/guardian
- Post schoolwork or artwork in a public place
- Receive a "good job" note from the teacher

Prizes/Privileges

- Allow student to call parent(s) or person of choice
- Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other children) during story time or independent seat work
- Be dismissed from school 5 minutes (or choose a different time) early
- Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- Be permitted to sit in a reserved "VIP" section of the lunchroom
- Be sent to recess 5 (or choose a different time) minutes earlier than the rest of the class
- Draw a prize from the class 'prize box'
- Earn behavior-points or -tokens (PBS) to be redeemed for prizes or privileges
- Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments
- Have lunch in the classroom with the teacher or person of choice
- IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- Receive a coupon to be redeemed at a later time for a preferred activity
- Receive a sticker
- Receive candy, gum, or other edible treats
- Receive pass to "Get out of one homework assignment of your choice"
- Receive pass to "Get out of one classwork assignment of your choice"
- Drop lowest test grade or skip a test
- Have a detention removed or shortened
- Skip a class or leave during a particular subject for one hour to go to a different setting of their choice
- Select a class fun activity from a list of choices
- Have lunch ordered and delivered to the school
- Say the morning announcements
- Select the pizza toppings for a class pizza party
- Sit near the teacher or classmate of choice
- Take the lead position in line
- Tell a joke, riddle, or funny story to the class
- Bring snack of choice to school

Recreation

- Be selected by the teacher to accompany another student to a fun activity
- Get extra gym time with another class
- Get extra recess time with another class
- Listen to music (e.g. bring i-pod to school)
- Play a game with a friend
- Play non-academic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games)
- Spend time (with appropriate supervision) on the Internet at recreational sites
- Watch part or all of a video (pre-selected by the teacher and cleared with the student's parent)
- Work on a jigsaw or other puzzle
- Write or draw on blackboard/whiteboard/easel paper
- Bring personal pet to school and be allowed time to play with pet



ORLEANS PARISH SCHOOL BOARD
FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
TEACHER INTERVIEW

Teacher _____

Date _____

What specific behaviors (maximum of 3) occur in school that interferes most with this student's learning and/or social relationships? (List in order of greatest concern).

**Describe exactly what the student is doing in very specific, observable terms. For instance, instead of "aggressive", you would state "hits other students"*

- _____
- _____
- _____

How frequent and intense is the most serious of the behaviors above and how long does it usually last?

The following questions should focus only on the most serious of the behaviors listed above. The remaining behaviors, if any, can be addressed after the most serious behavior has been resolved.

When is the problem behavior most likely to occur? Other: _____

___ Morning ___ Afternoon ___ Before School ___ After School ___ Lunch ___ Recess

Where is the problem behavior most likely to occur?

___ Classroom ___ Library ___ Hallways ___ Bus ___ Cafeteria ___ Gym

___ Recess ___ Bathroom Other: _____

During which **Subject/Activity** is the problem behavior most likely to occur?

Subject Area(s): _____

___ Independent Seatwork ___ Small Group Activities ___ Whole Class Lessons

___ One-to-One Interaction ___ Unstructured Activities ___ Transitions Other: _____

Who is usually present when the problem behavior occurs?

___ Teacher ___ Classmates ___ Other Peers ___ Other Staff

Specific Person(s): _____

Are there **other events** or **conditions** that take place right before the problem behavior occurs?

___ A demand or request ___ Unexpected changes in schedule or routine

___ Consequences imposed for behaviors ___ Comments/teased from other students

When **doesn't** the problem behavior occur? When is the student most successful?

What does the student **get** when he/she does the problem behavior?

___ Teacher/adult attention ___ Peer Attention ___ Desired item/activity

___ Self-stimulation ___ Control over others or situation Other: _____

What does the student **avoid or escape** when he/she does the problem behavior?

___ Teacher/adult attention ___ Peer attention ___ Non-preferred activity, task, or setting

___ A difficult task or frustration situation Other: _____

What have you tried already to change the problem behavior (e.g., interventions, consequences, positive reinforcers, communication with the parent)? Which showed some degree of success?

Do you believe the student does not know how to achieve his/her needs using appropriate behavior (can't do) or does the student know how to behave appropriately but just chooses not to (won't do)?

In your opinion, what would be an acceptable substitution for the problem behavior but still enable the student to meet his/her need(s)?

What are the student's favorite things to do (possible reinforcers)?

Student's strengths: (social and academic)	Student's weaknesses: (social and academic)



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Instructions for Completing a Behavioral Intervention Plan

1. Only one behavior at a time should be considered and it should be the one that was the focus of the FBA process.
2. Write the one problematic behavior on the form (e.g., “Refuses to do classwork assignments when directed to do so by the teacher”). In addition, a replacement behavior (i.e., an appropriate behavior) needs to be identified that will be taught to the student to do in place of the problematic behavior (e.g., “Will begin working on classwork assignments when directed by the teacher and complete them”).
3. In the first column under “Specific Behavioral Objective”, write the student’s name and the replacement behavior that the student will do (e.g., Begin assignment within 2 minutes). Next, describe the conditions under which the student will be expected to do the appropriate behavior (e.g., “When given a verbal directive by the teacher”).
4. Create a measurable and short-term achievable goal to improve the student’s behavior. For instance, the team should not expect the student to demonstrate the replacement behavior 100% of the time right away. The student needs time to learn and practice doing the new behavior. Based on the baseline observation data, determine how often the student is currently doing the appropriate behavior and how much improvement can be reasonably expected within 30 days (e.g., Improve from 10% to 50%, once per hour to twice per hour, 5 minutes to 8 minutes, once a day to three times a day, etc.).
5. In the second column under “Interventions”, identify supports to help the student acquire the replacement behavior and decrease the problematic behavior (e.g., Check-In/Check-Out, counseling sessions, social skill lessons, outside referral for mental health services, etc.). Interventions **must** include **positive** behavior supports.
6. Identify instructional strategies that can be used to support the student (e.g., repeat directions, provide materials at the student’s instructional level, etc.). Most students who exhibit problematic behaviors also have academic needs that should be addressed.
7. Identify from the Student Interview form positive reinforcers that will be used when the student exhibits the appropriate, replacement behavior. In addition, verbal and/or non-verbal (i.e., thumbs up, smile, head nod) praise should also be listed.
8. Identify corrective strategies that can be implemented when the student engages in the problematic behavior that will help reduce its future occurrence (e.g., time-out from preferred activity, loss of privileges, detention, etc.). **These should be kept to a minimum and not outnumber the positive supports and reinforcers.**
9. In the third column, identify the responsibilities of others, other than the student, in implementing the plan (e.g., teacher(s), administration, parent, support staff, etc.). For example, all teachers will give PBS points for completed assignments.
10. The team should agree on a date (no longer than two weeks) to meet again to review the observation data that has been collected during the intervention period to determine if any changes need to be made to the plan.
11. Everyone present, which should include at a minimum the student, parent/guardian, and a school staff member, should sign off on the plan expressing their agreement and commitment to the plan.
12. A copy of the plan should be distributed to all persons who have daily contact with the student in the school. The plan should be explained to those persons if they were not present for the meeting.