

# MONTGOMERY COUNTY PUBLIC SCHOOLS

## Behavior Intervention Plan (BIP) Fillable Form

Office of Student and Family Support and Engagement  
 Office of Special Education  
 MONTGOMERY COUNTY PUBLIC SCHOOLS  
 Rockville, Maryland 20850

**Please complete all sections below. Directions and examples are provided to guide your narratives and the process of completing a Behavior Intervention Plan.**

STUDENT DEMOGRAPHIC INFORMATION		
Student Name:	Disability (select all that apply)	
DOB:	<input type="checkbox"/> Autism <input type="checkbox"/> Deaf-blindness <input type="checkbox"/> Deafness <input type="checkbox"/> Emotional disability <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Intellectual disability <input type="checkbox"/> Multiple disabilities <input type="checkbox"/> Orthopedic impairment <input type="checkbox"/> Other health impairment <input type="checkbox"/> Specific learning disability <input type="checkbox"/> Speech or language impairment <input type="checkbox"/> Traumatic brain injury <input type="checkbox"/> Visual impairment <input type="checkbox"/> Developmental delay <input type="checkbox"/> Other, specify:	
Grade:		
SASID:		
Residence School:	Date of Completed FBA: ____/____/____	Special Education:
Current LRE:	Date of BIP Request: ____/____/____	Yes <input type="checkbox"/> No <input type="checkbox"/> Referral initiated
Service School	Date of Completed BIP: ____/____/____	504 Plan:
Service County:	Date(s) BIP Reviewed/Updated: ____/____/____, ____/____/____	Yes <input type="checkbox"/> No <input type="checkbox"/>

### TEAM MEMBERS

Identify team members who are familiar with the student and can speak to the student's strengths and challenges. At a minimum, include classroom teacher, parent/caregiver, and psychologist/social worker/behavior specialist or related service provider; however, all individuals (e.g. advocates, home therapists) who contribute to the development of the BIP should be documented.

List all Team Members (Names, Titles)

### REASON FOR ASSESSMENT (Minimum of 1 required)

Describe the reason the FBA was conducted to provide context for the behavior(s) evaluated by the school team. A brief summary of previous interventions attempted should be included, as well as the impact and timeframe. Provide narrative for each section that applies. You may copy and paste from FBA.

<input type="checkbox"/> The student displays a pattern of repeated and frequent challenging behavior (e.g. aggression, biting, self-injury, property destruction, elopement).	Narrative:
<input type="checkbox"/> The student's behavior has the potential for imminent, serious, physical harm to self and/or others and/or significantly interferes with the learning environment.  <i>Note: Imminent, serious, physical harm means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (34 C.F.R. § 300.530(h)(i)(3)).</i>	Has the student been physically restrained? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, was parental consent obtained? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, consent date:  Has the student been secluded? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, was parental consent obtained? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, consent date:  Narrative:  <i>Note: Restraint and Seclusion (R/S) is to be used in emergency situations ONLY and inclusion on the IEP/BIP (with permission of the parent) does not change the crisis-oriented situation under which R/S may be used [34 C.F.R. § 300.530(h)(i)(3)].</i>

<input type="checkbox"/> The student's behavior has significantly changed— an increase or decrease that requires a review of the functions of the behavior.	Narrative:
The student's behavior is significantly impacting at least one of the following: <input type="checkbox"/> Safety <input type="checkbox"/> Student learning/learning environment <input type="checkbox"/> Peer learning <input type="checkbox"/> Social relationships	Narrative:
<input type="checkbox"/> The student has a disability and has been suspended more than 10 days (cumulative or consecutive).	Has a manifestation meeting been held? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span> If yes, meeting date: ____/____/____ Narrative:
<input type="checkbox"/> The student has repeated, short-term suspensions.	Narrative:
<input type="checkbox"/> The student has not responded to other least restrictive universal interventions (both academic and behavioral).	Narrative:
<input type="checkbox"/> A new assessment is necessary per district requirements.	Narrative:
<input type="checkbox"/> Other Reason(s):	Narrative:

**STUDENT BACKGROUND INFORMATION**

A brief student history is provided to offer general information about the student. Narrative is required for each item. You may copy and paste from FBA.

Summarize objective data regarding attendance history, special education history, educational history, and discipline referrals (narrative is required for each item):

Summarize any relevant social history data regarding family history, medical history - including vision and hearing testing, mental health history, and trauma history (narrative is required for each item):

Summarize strengths/protective factors regarding academic, athletic, social and personal life (narrative is required for each item):

Summarize previous interventions including type, duration, and effectiveness:

Additional information:

**TARGET BEHAVIORS AND DEFINITIONS** (Minimum of 1, maximum of 3)

Focus on 1-3 target behaviors that will be prioritized in the BIP. You may copy and paste the target behaviors and operational definitions from the FBA. Prioritize the behaviors that result in safety concerns (e.g. headbanging on hard surfaces or repeated biting) and those that significantly interfere with learning (e.g. jumping/diving off classroom furniture or throwing scissors/staplers/books at others) ahead of other behaviors (e.g. ripping paper, dropping to the floor, noncompliance).

Ensure the behavior definitions are specific, observable, and measurable. Each target behavior must be defined so that all observers agree on what the behavior looks like (also note what the behavior does not look like), thus allowing for data to be collected reliably and consistently.

Target Behavior #1 Operational Definition:

Explain if this behavior will not be addressed in the BIP:

Target Behavior #2 Operational Definition:

Explain if this behavior will not be addressed in the BIP:

Target Behavior #3 Operational Definition:

Explain if this behavior will not be addressed in the BIP:

*Example: Physical Aggression. Includes: Hitting which is defined as any occurrence of making contact with any part of another person's body with an open hand; any attempts to push/propel classroom furniture in the direction of others in an attempt to make contact with a part of another person's body; and any attempts to hit with an open hand that do not make contact with another person.*

**PREVENTION STRATEGIES** (Minimum of 1 per Target Behavior)

Prevention Strategies are techniques to be used with, or provided to, the student in order to prevent the target behavior. Identify proactive/prevention techniques implemented to decrease the occurrence of challenging behaviors and promote positive behavioral choices by structuring the classroom, promoting engagement in instruction, and creating a positive classroom climate.

Ensure strategies match the function of the behavior when addressing the settings and/or events where behaviors are more or less likely to occur. Identify triggers that escalate the behavior and eliminate the functional motivation. Capitalize upon the strengths/talents/interests of the student.

**Target Behavior #1:**

List as many Prevention Strategies as appropriate:

**Target Behavior #2:**

List as many Prevention Strategies as appropriate:

**Target Behavior #3:**

List as many Prevention Strategies as appropriate:

*Example: Since Johnny engaged in challenging behaviors to avoid/escape classroom work demands, the team will implement tutoring, additional direct instruction, provide a peer mentor, and chunking of Johnny's work with scheduled breaks so that he will feel less frustrated by his classwork. By providing these interventions, the setting and condition of math/history where the behavior is more likely to occur are addressed. Johnny should be provided a visual schedule to show him what the plan is for the day and remind him what coping skills (e.g. ask to speak to the social worker, ask to take a sensory break) are available to him when he feels overwhelmed. Discussion questions and classwork can be provided in advance with an opportunity to review with a peer tutor. By providing this information in advance, the triggers of participating in class or being asked questions are addressed. Staff should be given examples of specific positive verbal praise for successful transitions and completion of work— e.g. "Great job Johnny for walking quietly to math!" or "Wow, Johnny you're only one token away from earning some computer time!"*

**TEACHING STRATEGIES (Minimum of 1 per Target Behavior)**

Teaching Strategies are techniques that teach replacement behaviors or behaviors that serve the same function as the target behavior. Replacement behaviors must be clear and specific, a skill the student is capable of doing, and easier than the current challenging behavior. The replacement behaviors may need to be modeled, role played, prompted, cued and/or shaped until the student learns to use them in place of the target behavior.

Ensure strategies are reasonable and appropriate to the student's skill level, can be practiced and reinforced, and capitalize on strengths/ talents/interests of the student.

**Target Behavior #1:**

**Replacement Behavior(s):**

List as many Teaching Strategies as appropriate:

**Target Behavior #2:**

**Replacement Behavior(s):**

List as many Teaching Strategies as appropriate:

**Target Behavior #3:**

**Replacement Behavior(s):**

List as many Teaching Strategies as appropriate:

*Example: Johnny exhibits challenging behavior during math and history. He engages in hitting peers and pushing or propelling furniture. Since it was determined that the function of these behaviors was to avoid/escape work, Johnny needs to be taught how to ask for help with work and ask for breaks appropriately. Determine with Johnny how he would like to reach out for help and for breaks (e.g. raise his hand or display a help card). Johnny decides he prefers a help card so it's not too obvious to other students. Practice with Johnny prior to class how to use the help card. Role play several scenarios that have led to the challenging behavior in order to practice using the help card. Provide dense (one to one ratio) reinforcement at first for this new strategy (e.g. stickers, stars that lead to computer time or time to play ball in the gym). This level of reinforcement can be faded once it is successfully mastered but it is important not to fade the reinforcement too quickly*

**RESPONSE STRATEGIES (Minimum of 1 per Target Behavior)**

Response Strategies are techniques implemented to de-escalate the student's challenging behavior and ensure safety of students and staff; these strategies should be implemented at the least restrictive level of support and are to be utilized once the target behavior has occurred.

Ensure strategies match the function of the behavior to reduce or eliminate the functional reinforcement following the challenging behavior. Strategies should be listed in a hierarchy from least to most intrusive (e.g. teacher will gesture towards work; if the student does not respond, the teacher will move closer to the student and give verbal reminders). Strategies should include how other students/peers respond to the target behavior. Include strategies that redirect to the replacement behavior. Strategies should not reinforce the target behavior. If the behavior has potential to be dangerous/harmful, a Crisis Plan should be developed to ensure safety.

**Target Behavior #1:**

List as many Response Strategies as appropriate:

**Target Behavior #2:**

List as many Response Strategies as appropriate:

**Target Behavior #3:**

List as many Response Strategies as appropriate:

*Example: Once Johnny engages in hitting peers and pushing/propelling furniture, staff need to de-escalate the situation by talking to him calmly, remind him of coping skills (e.g. deep breathing, squeezing a stress ball), and trying to understand the cause of Johnny's behavior(s). Use empathy and offer choices when possible. If de-escalation strategies do not work, consider the need for a different response that prioritizes the safety of everyone. If Johnny is hitting peers, he will need to be removed from the area in order to calm down; if he cannot be safely removed, briefly clear the room of students and all but essential staff until Johnny is calm. A crisis intervention plan will need to be considered in the event that Johnny's behavior(s) pose imminent serious physical harm to him or to others.*

**DATA COLLECTION AND IMPLEMENTATION**

Data must be collected for both target and replacement behaviors being taught/listed under teaching strategies. The methods of data collection utilized and goals for both target and replacement behaviors, should be described in detail and aligned with the IEP, as appropriate.

<p><b>Target Behavior:</b></p>	<p><b>Replacement or Desired Behavior:</b></p>
<p><input type="checkbox"/> Current Rate:</p>	<p><input type="checkbox"/> Current Rate:</p>
<p><input type="checkbox"/> Short-term goal (4–6 weeks)</p>	<p><input type="checkbox"/> Short-term goal (4–6 weeks)</p>
<p><input type="checkbox"/> Long-term goal (6–12 months)</p>	<p><input type="checkbox"/> Long-term goal (6–12 months)</p>
<p><b>Choice of data collection:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequency—ensure a clear start and a clear end</li> <li><input type="checkbox"/> Duration - ensure a clear start and a clear end and include the full length of the behavior episode being tracked</li> <li><input type="checkbox"/> Interval recording—partial interval recording or whole interval recording should be used for high frequency behaviors</li> <li><input type="checkbox"/> ABC data—include the antecedents and consequences of the target behavior</li> </ul> <p>Data collection narrative (graphs may be copied and pasted):</p>	<p><b>Choice of data collection:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequency—ensure a clear start and a clear end</li> <li><input type="checkbox"/> Duration - ensure a clear start and a clear end and include the full length of the behavior episode being tracked</li> <li><input type="checkbox"/> Interval recording—partial interval recording or whole interval recording should be used for high frequency behaviors</li> <li><input type="checkbox"/> ABC data—include the antecedents and consequences of the target behavior</li> </ul> <p>Data collection narrative (graphs may be copied and pasted):</p>
<p><b>Target Behavior</b></p> <p><i>Example of Short-term goal (4-6 weeks): Physical aggression defined as pushing/propelling furniture, and hitting peers will be reduced from 15 times per week to 7 times per week by (date).</i></p> <p><i>Example of Long-term goal (6-12 months): Physical aggression defined as pushing/propelling furniture, and hitting peers will be reduced from 15 times a week to less than one time per month by (date).</i></p> <p><i>Frequency data will be collected daily by classroom teachers beginning on (date) and reviewed at the annual IEP meeting on (date) at a minimum. If significant progress is made or goals are met, revisions in goals and strategies should be considered.</i></p>	<p><b>Replacement or Desired Behavior</b></p> <p><i>Example of Short-term goal (4-6 weeks): Johnny will have scheduled breaks on a visual schedule. Johnny will learn to request breaks with a help card when feeling frustrated, upset, or angry and needing to self-calm. Johnny will increase the use of a help card to request breaks from 0 to 3-5 times per day by (date).</i></p> <p><i>Example of Long-term goal (6-12 months): Johnny will have scheduled breaks on a visual schedule. Johnny will learn to request breaks with a help card when feeling frustrated, upset, or angry and needing to self-calm. Johnny will increase the use of a help card to request breaks from 0 to 15-20 times per week by (date).</i></p> <p><i>Frequency data will be collected daily by classroom teachers beginning on (date) and reviewed at the annual IEP meeting on (date) at a minimum. If significant progress is made or goals are met, revisions in goals and strategies should be considered.</i></p>

### PROGRESS MONITORING

Please identify each of the following in regards to progress monitoring. Review data collected on target behavior(s) and replacement behavior(s) to determine if any revision in goals or strategies are needed

<input type="checkbox"/> List name(s) and title(s) of the person(s) responsible for implementing each part of the BIP.	Narrative:
<input type="checkbox"/> List name(s) and title(s) of the person(s) responsible for progress monitoring, disseminating updates, and developing progress reports.	Narrative:
<input type="checkbox"/> Describe how often parents/caregivers will be updated on progress.	Narrative:
<input type="checkbox"/> List materials, training, or other supports needed to implement the BIP.	Narrative:

### CRISIS PLAN

**NOTE: Not every student will require the development of a Crisis Plan. Crisis Plans should only be created for those students whose behavior poses imminent, serious, physical harm to the student or to others. If a crisis plan is created, it must be included in the BIP. Describe in detail the protocol that must be followed to ensure the safety of the student, other students, and staff in the event of an escalation in harmful/dangerous behavior that is known to potentially lead to imminent, serious, physical harm to the student or others.**

Yes, Crisis Plan is necessary.

Crisis Plan Protocol:

  

No, Crisis Plan is not necessary (please explain)

  

Narrative:

*Example: Johnny demonstrates physical aggression that can result in injuring others. When Johnny begins to hit a peer, the situation easily escalates to a physical fight. When this occurs, the room should be cleared of students and all but essential staff. The school social worker should be called to work with Johnny to de-escalate the situation. Johnny should be kept in a room with as few staff as possible in order to minimize the risk of injury. The school discipline policy should be followed to guide the consequences of the behavior. A separate crisis plan may also be developed (e.g. a brief guidance sheet for classroom staff).*