##### Behavior Intervention Plan

Developed from a Functional Behavioral Assessment

Student Grade Date

School Case Manager

**BUILD A COMPETING BEHAVIOR PATHWAY**

**Desired Behavior**

**Consequenc**e/**Outcome**

# Routine

**Consequence**

**Function**

**Problem Behavior**

# Setting Event

**Antecedent**

**Replacement Behavior**

**IDENTIFY INTERVENTION STRATEGIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event Strategies** | **Manipulate Antecedent to prevent problem & prompt Replacement/Desired behavior** | **Teach Behavior** **Explicitly Teach Replacement & Desired Behaviors** | **Alter Consequences to** **Reinforce Replacement & Desired Behavior; Redirect & Minimize Reinforcement of Problem Behavior** |
|  | Prevent problem behaviorPrompt Replacement/Desired Behavior | Teach Replacement BehaviorTeach Desired Behavior/ Academic/ Social Skills | Reinforce Replacement & Desired BehaviorDesired Behavior: *Student will earn <ID incentive> if they get 80% or more points on their Daily Point Card*Redirect to Replacement Behavior & Minimize Reinforcement of Problem Behavior |

Adapted by C. Borgmeier (2002) from multiple sources: M. Bergstrom and D. Crone (2000); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999); O’Neill, Horner, Albin, Sprague, Story, & Newton (1997); Palmer & Sugai (2000); and Sprick, Sprick, & Garrison (1993); Martin, Hagan-Burke, & Sugai (2000)

#### Attach a copy of Behavior Support Plan to IEP