

Behavior Intervention Checklist for Reviewing BIPs

(McConkey & Light-Shriner, 2022 update)

Instructions: For each item on the checklist, put a check ✓ in the box left of the listed item if the information provided in the BIP is present and complete for ALL (each) identified problem behavior.

★ If the item information is unclear, vague, or incomplete, do not check the box. Instead, add notes to indicate why this item did not meet expectations.

Target Behavior - refer to FBA Checklist

⇒ A clear targeted problem behavior(s) has/have been identified.	Notes
⇒ A clear targeted problem behavior(s) is/are identical to the behavior(s) in the FBA.	
⇒ The operational definition of each of the targeted problem behaviors is listed within the target behavior section.	
⇒ The operational definition of each of the targeted problem behaviors is/are identical to the definition(s) in the FBA.	
⇒ Each behavior is addressed and numbered throughout each section of the BIP document. (Example: 1. Hitting 2. Yelling)	
⇒ The team has determined whether the target behavior relates to a skill deficit or performance deficit. A skill deficit relates to a student who has not yet received instruction for an alternative behavior or who has not adequately learned the skill. Example: A non-verbal student who had not yet learned or been taught to use an alternative method of communication. A performance deficit relates to a student's lack of motivation, anxiety, recent experiences of trauma, or sensory sensitivities. Example: Student shows on-task behavior for the first 3 months of school, then suddenly begins showing off-task behavior after a traumatic experience at home.	

Student Strengths - refer to FBA Checklist

⇒ A summary of student strengths is listed.	Notes
⇒ The summary of student strengths is the same as presented in the FBA.	

Hypothesis of Behavioral Function - refer to FBA Checklist

⇒ There is a hypothesis of a behavioral function statement for each behavior.	Notes
⇒ The hypothesis of the behavioral function statement is the same as presented in the FBA for each behavior.	

Previous Interventions

	⇒ At least two previous interventions have been provided.	Notes
	⇒ Previous interventions that were effective or had some effectiveness are provided. <ul style="list-style-type: none"> ● Tier 1 examples: Interventions provided to all students such as morning greetings, calming music in classroom, transitional cues used, 5:1 praise to correction ● Tier 2 examples: Small groups of students, CICO, CCE (check, connect, expect). ● Tier 3 examples: Behavioral contracting, individualized Prevent-Teach-Reinforce strategies, identify possible functions of problem behaviors for individual and generate function-based solutions. 	
	⇒ Previous interventions that were ineffective are provided. [Example: The classroom teacher attempted to provide proximity to the student but it appeared to make the problem behavior worse.]	

Replacement Behaviors

	⇒ A replacement behavior has been provided for each problem behavior defined.	Notes
	⇒ Each replacement behavior serves the same function as the problem behavior.	
	⇒ A plan for monitoring each replacement behavior has been provided. (Best practices incorporate each replacement behavior as an IEP goal.)	

Hypothesis Statement

When [student doesn't eat breakfast](E) and [is presented a difficult math worksheet](A), student engages in [yelling](B) which results in the teacher removing the difficult math worksheet, or, [escape](C1) [of the math worksheet](C2).

Replacement Behavior Statement Example 1

When [student doesn't eat breakfast](E) and [is presented a difficult math worksheet](A), instead of engaging in the target (problem) behavior, the student will [ask for a break](R) which results in [escape](C1) [of the difficult math worksheet](C2).

Replacement Behavior Statement Example 2

When [student doesn't eat breakfast](E) and [is presented a difficult math worksheet](A), instead of engaging in the target (problem) behavior, the student will [ask for assistance](R) which results in [escape](C1) [of the difficulty of the math problems on the worksheet](C2).

Refer to FBA Checklist for definitions of each component.

Environment (Informed by: Setting, Antecedents, Environmental Variables, and Hypothesis sections of the FBA)

Changes to the environment are preventative interventions that mediate, alter, or eliminate the triggers of the behavior that have been identified in the FBA, such as:

- Changing instruction times to alternative time of day.
- Changing level of independence during “independent” work time.
- Considering hunger/including snacks.
- Check-in about morning routine and medications.
- Seating location changes.
- Scheduling time to spend with students, giving quality attention.
- Increase monitoring and supervision.

This is not a conclusive list of environmental interventions. [Click here for more function based environmental interventions.](#)

⇒ Changes to the environment are described that will reduce the likelihood that the problem behavior(s) will occur in the future.	Notes
⇒ Changes to the environment are described that will increase the likelihood that the replacement behavior(s) will occur in the future.	
⇒ Changes to the environment are linked directly to the function of behavior(s).	

Instruction/Curriculum Changes/Modifications (Informed by: Antecedents, Consequences, Hypothesis sections of the FBA)

Changes to the instruction/curriculum are changes to what and how is being taught such as:

- Changing the difficulty of the task.
- Changing how the task and instructions are presented.
- Breaking task into smaller increments and allowing multiple methods for responding to demonstrate skills.
- Embedding choice or preferences within the task.
- Change in type of prompting to better fit student.
- Consistency in prompting, error correction, and include pre-corrections.
- Teach new skills such as asking for a break, asking for help, self monitor, self evaluation, etc.

This is not a conclusive list of instructional/curriculum interventions. [Click here for more function based instructional/curriculum interventions.](#)

⇒ Instruction/Curriculum changes/modifications are described that will reduce the likelihood that the problem behavior(s) will occur in the future.	Notes
⇒ Instruction/Curriculum changes/modifications are described that will increase the likelihood that the replacement behavior(s) will occur in the future.	
⇒ Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).	

Positive Supports (Informed by: Hypothesis sections of the FBA, previous successful interventions, student interview)

Positive supports are things the teacher (or other adults) does to increase the student’s enjoyment of being in school settings, such as:

- Deliver praise and specific feedback.
- Offer incentives or rewards.
- Communicate positive news to family.
- Positive “referrals”.
- Assign meaningful duty or a way for the student to help.
- Connect the student to an adult or peer mentor.
- Teacher attends events the student is participating in.

This is not a conclusive list of positive support interventions. Click here for more function based positive support interventions.

⇒ Positive supports are described that will reduce the likelihood that the problem behavior(s) will occur in the future.	Notes
⇒ Positive supports are described that will increase the likelihood that the replacement behavior(s) will occur in the future.	
⇒ Positive supports are linked directly to the function of behavior(s).	

Motivators/Rewards (Informed by: Student/Parent Interview, Hypothesis sections of the FBA, or Preference Assessment)

Motivators/Rewards are highly preferred items, interactions, and/or activities that when delivered systematically, maintain or increase the likelihood that the replacement behavior(s) will occur in the future.

⇒ Motivators/Rewards are incorporated into a reinforcement intervention that will increase the likelihood that replacement and other desired behavior(s) will occur in the future.	Notes
⇒ Differential Reinforcement procedures are explicitly described. (delivering reinforcement for alternative or replacement behaviors while not delivering reinforcement to the problem behavior(s))	
⇒ Motivators/Rewards are linked directly to the function of behavior(s).	

Restrictive Disciplinary Measures/Methods

Restrictive disciplinary measures/methods are reactive strategies designed to decrease the problem behavior such as:

- Ignore misbehavior.
- Reduce peer attention.
- Use gentle verbal reprimands or warnings.
- Assign time owed.
- Assign in- or out-of-class time out (send to office).
- Revoke a privilege.
- Extinction procedures.

This is not a conclusive list of restrictive disciplinary interventions. [Click here for more function based restrictive disciplinary interventions.](#)

	⇒ Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described.	Notes
	⇒ The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.	

Crisis Plan

A Crisis Plan is designed to prepare staff to keep the student and others safe and to de-escalate crisis related behaviors. Components of a crisis plan could include:

- Including student in the crisis plan with practice and role play.
- Description of when the crisis begins, what does it look like?
- Move slowly and deliberately towards the problem situation.
- Remain calm, speak calmly and respectfully.
- Speak privately when possible.
- Minimize body language.
- Avoid pointing or staring at the student (and ensure that others aren't as well).
- Interactions should be brief and simple.
- Stay focused on the primary concern.
- Avoid power struggle.
- Determine when you should terminate interaction with the student.
- Designate when a CPI hold would be appropriate and when it would begin.

This is not a conclusive list of crisis plan components.

	⇒ A clear crisis plan is presented that keeps the student and others safe.	Notes
	⇒ A clear crisis plan is presented that explains how de-escalation techniques are used in a clear step by step way.	
	⇒ A statement describing how the crisis plan (prior to any crisis) has been reviewed and discussed with the student is provided.	
	⇒ Triggers, behaviors, and how the crisis begins is described.	
	⇒ Roles and responsibilities are outlined for those involved in the crisis plan.	
	⇒ Documentation procedures and methods are included.	
	⇒ A procedure for debriefing and reintegration of the student is included.	
	⇒ A description of how staff will be trained and monitored to implement the crisis plan is provided.	

Data Collection

This section outlines a plan for monitoring progress and success of the plan and the fidelity of those implementing it.

	⇒ Baseline data is included (from the target behavior section).	Notes
	⇒ Ongoing data collection systems are described for monitoring the behavior.	
	⇒ Outline of intervention phases and criteria of success for each phase is described.	
	⇒ Dates for reviewing data, monitoring progress, and making decisions are described.	

Provision for Coordination with Caregivers (and other IEP team members)

This section outlines a plan for communication with parents/guardians and IEP team members about the progress and success of the plan.

		Notes
	⇒ The schedule and frequency of communication to parents/guardians about student behavior and the effectiveness of the plan are provided.	
	⇒ The schedule and frequency of communication to other relevant staff about student behavior and the effectiveness of the plan are provided.	
	⇒ Roles and responsibilities are outlined for those involved in the behavior intervention plan.	
	⇒ A description of how staff will be trained and monitored to implement the data collection and behavior intervention plan are provided.	