


Essential 10: Essential Components of Behavior Intervention Plans

Scoring Rubric

The *Essential 10: Essential Components of Behavior Intervention Plans (BIPs)* was developed to support educators in writing behavior intervention plans which are rooted in the science of behavior analysis, contain elements which are shown through research to be best practice, and to satisfy legal requirements of a behavior intervention plan. This tool is intended to guide those developing BIPs, by providing a rubric to score plans and identify areas of weakness which could lead to an ineffective plan, which fails to produce the targeted/desired behavior change. It is not intended to replace training in developing BIPs, rather, to ensure the quality of a plan in achieving intended outcomes. Additionally, it does not measure the accuracy of function, nor does it measure the implementation fidelity of a plan.

How to Use the Essential 10

Before, during, or after writing, consult the Essential 10 to find the essential components of a behavior intervention plan. This rubric is designed to be used with whatever BIP form you have access to in your school district. You may have a form which aligns well with the document, you may have a form that has additional components, or which is missing some of these essential components. It is recommended that you ensure that the plan developed includes each of these components, even if it doesn't fit perfectly in a box. There are many places within a BIP where these essential components can fit – use your professional judgement!

Scoring BIPs should be completed by trained professional(s) and requires the use of professional judgement and the ability to think critically about how the different sections of the plan logically relate to each other. Throughout the document you will see a small link icon  which indicates that that section must [logically relate](#) to another section of the plan. Additionally, some sections contain [Contaminators](#) - elements which go against best practice and the science of behavior analysis, resulting in the section being inaccurate and are automatically scored “zero”.

When scoring, determine if the section meets criteria for a rating of 2. If not, look at 0. If not, figure a 1. Then, look at “key concepts” for each logically related component and ensure there is direct connection to all parts.

1. CHALLENGING BEHAVIOR

Components to Evaluate	Scoring	Examples	Key Concepts
<p>Behavior impeding learning is...</p> <p>Challenging behavior(s) described in observable and measurable terms.</p> <p>NOTE: It is best to limit a behavior plan to one or two distinct, separately occurring behaviors (See bullet four in Key Concepts column for clarification). However, if multiple behaviors occur in rapid sequence, all with the same function, they can be adequately addressed in one plan.</p>	<p>2 = All identified challenging behavior(s) are operationally defined (i.e., clear, measurable, and observable). If a behavioral category is listed, e.g., aggression or noncompliance, it is subsequently defined in clear, observable, and measurable terms.</p> <p>1 = Some of the identified challenging behavior(s) are not observable and/or measurable.</p> <p>0 = No challenging behavior is stated in observable and measurable terms (e.g., the student's inner attributes are hypothesized instead of a description of behavior.)</p>	<p>2 = Noncompliance: Kai ignores (does not respond within 2 minutes) teacher requests to complete a written assignment and continues self-selected activity (this includes observable/measurable examples)</p> <p>1 = Behavior 1: Kai ignores (does not respond within 2 minutes) teacher requests to independently complete a written assignment and continues with self-selected activity.</p> <p>Behavior 2: Kai engages in aggressive behavior. ("Aggressive behavior" is listed as second behavior, but no further description is given)</p> <p>0 = Kai is noncompliant and lazy. (attributes rather than observable behaviors are listed)</p>	<ul style="list-style-type: none"> • What is the <i>main behavior</i> impeding learning? • Define the challenging behavior clearly so it can be identified, and the occurrence / nonoccurrence can be recorded. • If you use general umbrella terms like "noncompliance", give examples of what the student does so everyone understands. • If you have multiple challenging behaviors, either try to focus on one, or number each challenging behavior to correlate with matched functions and matched interventions later in the plan.

2. FREQUENCY, INTENSITY, DURATION

Components to Evaluate	Scoring	Examples	Key Concepts
<p>Baseline information (Where we are now?)</p> <p>Accurate information is needed to determine if progress is made with intervention in place.</p>	<p>2 = At least two or more dimensions are described in detail with quantifiable, observable data.</p> <p>1 = At least one dimension is described, with quantifiable, observable data. And/or dimensions are identified but lack specific detail.</p> <p>0 = No dimensions or data is identified, unable to determine current baseline.</p>	<p>2 = Kai hits with a frequency of 5 times/week; Intensity: can leave a red mark (no bruising or broken skin) Duration: hitting can last for 10 seconds up to 3 minutes</p> <p>1 = Kai hits 5-10 times.</p> <p>0 = “throughout the day”, “all the time” “continuous”, “rarely”, “weekly”.</p>	<ul style="list-style-type: none"> • Quantifiable relevant dimension(s) of behavior: <ul style="list-style-type: none"> ○ Frequency: how often? ○ Intensity: impact (depth, force, strength, etc.) ○ Duration: how long? • Best practice suggests identifying and collecting baseline data for all relevant dimensions of behavior. • Baseline data should directly connect to the target behavior.

3. ANTECEDENT INFORMATION

Components to Evaluate	Scoring	Examples	Key Concepts
<p>What are the antecedents for the challenging behavior?</p> <p>What are the events, activities, situations that immediately precede or “trigger” a challenging behavior?</p> <p>Consider the Environment:</p> <ul style="list-style-type: none"> • Physical Setting • Social Setting • Instructional Strategies • Curriculum & Activities • Scheduling factors • Degree of Independence • Degree of Participation • Social Interaction • Degree of Choice <p>(See Component #4 for more detail)</p>	<p>2 = One or more situations in which the behavior is likely to occur are described in detail.</p> <p>1 = One or more situations in which the behavior is likely to occur are described but NOT with sufficient detail.</p> <p>0 = No antecedents of challenging behavior from any of the categories are given, or antecedents are from other environments and are not triggers in the environment of concern, or internal thoughts / presence of an internal state or behavioral history or disability is described.</p>	<p>2 = Whenever Kai is requested to do work without peer support, occurring after recess, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes.</p> <p>1 = Whenever Kai is requested to do work.</p> <p>0 = Anytime. Kai has low self-esteem about math skills. (This is a hypothesis about internal thoughts or states)</p>	<p>Logically Related:</p> <ul style="list-style-type: none"> • <i>Component #4:</i> How are identified antecedents connected to environmental factors resulting in the continuation of the challenging behavior (e.g., mismatch of academic skills and expectations contributes to avoidance of academic tasks.) • <i>Component #5:</i> How do these antecedents connect to the identified function of the behavior? • When, where, and under what conditions can you most expect the challenging behavior to occur?

4. ENVIRONMENTAL FACTORS

Components to Evaluate	Scoring	Examples	Key Concepts
<p>What environmental structure and supports are needed or need to be changed to reduce challenging behavior? What is present that needs to be removed, missing that needs to be added, or what needs to be modified?</p> <p>Consider: Physical setting (e.g., sensory over/under stimulation, noise/crowding, temperature) Social Setting (e.g., interactions with/around student, people present/absent, opportunity for social interactions) Instructional Strategies & Curriculum Activities (e.g., mismatch between student accommodation needs and instructional components) Scheduling Factors (e.g., schedule(s) available and used, transition supports) Degree of Independence (e.g., reinforcement, prompting, functional communication availability) Degree of Participation (e.g., active engagement, group size, and frequency of participation) Degree of Choice (e.g., Choice making opportunities available)</p>	<p>2 = At least one antecedent strategy identified, is clearly and logically related to both antecedent and function, and described in detail.</p> <p>1 = At least one antecedent strategy identified and logically related to antecedent and function but does not include enough detail about intervention procedures that would allow another person to do intervention correctly and completely.</p> <p>0 = No antecedent strategy identified and/or strategy described is not directly linked to antecedent and function OR Strategies not considered antecedent strategies are described (e.g., teaching or response strategies instead of environmental modifications).</p>	<p>2 = (Degree of Choice): Immediately prior to presenting a demand to do a non-preferred task, teacher will verbally present two choices to Kai. Choices will be which tool to use for writing (e.g., pen or pencil, blue or black pen) and where to do the task (e.g., desk or big table).</p> <p>PBS Coach to check in about strategy, teacher will provide feedback on Kai's use of choice making. (example of Two-Way Communication)</p> <p>1 = Increase degree of choice for Kai. (Antecedent strategy identified, but lacks details needed for implementation)</p> <p>0 = Remove Kai as soon as aggression occurs. (This would be a consequence/ response strategy).</p>	<p>Logically Related:</p> <ul style="list-style-type: none"> • <i>Component #3:</i> How can the environment be modified to make it less likely to trigger behavior? • <i>Component #5:</i> How are environmental supports connected to function? (e.g., student trying to escape tasks, provide reduced number of problems) • Strategy described should clearly be preventative. • What is <i>present</i> which needs to be <i>removed or modified</i>. Examples: <ul style="list-style-type: none"> ○ Noise level of the classroom ○ Interactions around student ○ Curriculum above student's ability level, needs to be modified • What is <i>missing</i> which needs to be <i>added</i>. Examples: <ul style="list-style-type: none"> ○ Rules, expectations, consequences not yet clear, explicitly teach and reinforce ○ Infrequent reinforcement for work, needs to be increased • How can Two-Way Communication be documented?

5. FUNCTION

Components to Evaluate	Scoring	Examples	Key Concepts
<p>“Team believes behavior occurs because...”</p> <p>S = Sensory E = Escape A = Attention T = Tangible</p> <p>There can be multiple functions for one behavior (e.g., student uses one behavior access attention and the same behavior to escape tasks) OR the student may use multiple behaviors for the same function (e.g., screams, kicks, bites, runs to escape work). Number behaviors, functions, antecedents, and interventions to aid in scoring.</p>	<p>2 = All identified behaviors have an identified function, which specifies WHY the behavior occurs in terms of what it provides for the student (utilizing <i>SEAT</i>), AND each identified function is logically related to #3, #4 and #6, AND no contaminators are present.</p> <p>If a plan addresses multiple challenging behaviors with multiple distinct functions, score 2 points ONLY if each function is logically related to #3, #4 and #6 for each behavior.</p> <p>1 = All identified function(s) are specified in terms of what it provides for the student (utilizing <i>SEAT</i>) but is lacking detail OR not logically related to identified antecedents for behavior AND no contaminators are present.</p> <p>0 = One or more identified function(s) are not specified in terms of what it provides for the student (utilizing <i>SEAT</i>), AND/OR contaminators are present, AND/OR describes disability as the function of the behavior.</p>	<p>2 = Kai hits to escape work that is too challenging to do or perceives as challenging or lengthy. (This example is logically related to antecedents identified in antecedent information)</p> <p>1 = Kai hits to escape. (No description is identified of what is being escaped. Lacking detail of how function is related to antecedents.)</p> <p>0 = The function is to gain attention and power / The function is to escape to get revenge (Contaminators present.)</p> <p>Escapes because Kai is frustrated (not specified in functional factor of <i>SEAT</i>)</p> <p>Escapes because Kai has ADHD (describes disability as a possible function)</p>	<p><u>Logically Related:</u></p> <ul style="list-style-type: none"> • <i>Component #3:</i> How do the identified antecedents connect to the function? • <i>Component #4:</i> How is the function connected to the environmental factors? (e.g., student is trying to escape, provide reduced number of problems) • <i>Component #6:</i> How is the function related to the FERB? Is there functional equivalence? <p>The function must be behaviorally based and not a description of the student’s disability category (e.g., “student engages in behavior due to their ADHD”)</p> <p><u>Contaminators:</u> revenge, vengeance, control, power. Score 0 if present.</p> <ul style="list-style-type: none"> • These are not functions that can be used to develop a functionally equivalent replacement behavior (FERB) • Consider alternatives: (a) instead of vengeance: function= escape peer interaction; (b) instead of control: function=gain choice of tangible activities and pacing of activities; (c) instead of power: function=access sustained peer attention, etc. • If scored 0, it is likely the FERB is also inaccurate.

6. REPLACEMENT BEHAVIOR(S)

Components to Evaluate	Scoring	Examples	Key Concepts
<p>What team believes the student should do INSTEAD of the challenging behavior.</p> <p>Functionally Equivalent Replacement Behavior (FERB) that meets the same identified function of challenging behavior in an acceptable manner.</p> <p>If Function scored a 0, Replacement Behavior must also score a 0.</p> <p>Score a 2 or a 0 (A score of 1 is not applicable to this section)</p>	<p>Score a 2 or a 0 (no score of 1)</p> <p>2 = Replacement Behavior (FERB) serves the same function as the challenging behavior, AND no contaminators are present. * If Contaminators are present, score 0.</p> <p>1 = A score of 1 is not applicable to this section</p> <p>0 = No FERB identified, only general positive behavior identified OR replacement behavior does not match function OR replacement behavior references a contaminator.</p>	<p>2 = Kai will request not to do the assignment (“I don’t want to do this.”) when presented with work that is too challenging or that has expressed is too challenging or difficult. Kai’s request could be verbal (above) or by pointing to a “Skip” card.</p> <p>1 = A score of 1 is not applicable to this section.</p> <p>0 = Kai will comply the first time when an adult makes request to work. (The function was avoiding work; this is not a replacement behavior allowing the avoiding of work in an accepted form).</p> <p>The function of the behavior is low self-concept (this is not a replacement behavior).</p> <p>Kai will get revenge in an appropriate way (references contaminator).</p> <p>Only general desired behavior is identified.</p>	<p><u>Logically Related:</u></p> <ul style="list-style-type: none"> • <i>Component #5:</i> How is the function related to the FERB? Is there functional equivalence? • <i>Component #7:</i> How do the teaching strategies support student in learning to use the FERB? • <i>Component #8:</i> Are reinforcement strategies connected to the FERB? <p>A FERB:</p> <ul style="list-style-type: none"> • Must serve the same function as the challenging behavior. • Is NOT the absence of the challenging behavior nor the presence of general desired behavior (e.g., “student will comply with directions”) • Allows student to get desired outcome in a more adaptive and socially acceptable way. • Is something the student does (not done by staff or peer) • Is in the student’s repertoire or easily shaped, and represents the beginning point for teaching desired behavior. • Is as efficient to perform as the challenging behavior. • Have good contextual fit with the setting and situation. <p><u>Contaminators:</u></p> <ul style="list-style-type: none"> • Revenge, vengeance, control, & power

7. TEACHING STRATEGIES AND MATERIALS

Components to Evaluate	Scoring	Examples	Key Concepts
<p>How will we <i>teach</i> the student to perform the FERB?</p> <p>Describe:</p> <ul style="list-style-type: none"> Teaching strategies: Describe successive teaching steps for student to learn replacement behavior(s) Descriptions of key components (e.g., “visual supports for communication”) Materials needed <p>Include evidence of team coordination (communication & monitoring):</p> <ul style="list-style-type: none"> Any training of staff Who will develop teaching materials? How will training of staff/student occur? <p>Teaching of general positive behaviors should only be included after teaching</p>	<p>2 = Teaching strategies for <u>all</u> FERB(s) which are logically related to the identified FERB(s). Must include at least one detail about how this will be done: for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced AND evidence of team coordination. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two. However, the attachment must also meet the criteria outlined in this scoring guide.)</p> <p>* If Contaminators are present, score 0.</p> <p>1 = Some teaching strategies with at least one detail for one, but not all, FERBs listed OR at least one detail specified for one or more general positive behaviors AND evidence of team coordination AND no contaminators are present.</p> <p>0 = No strategies with at least one detail are specified to teach</p>	<p>2 = Kai’s teacher will develop: Skip card, visual prompt of words “I don’t want to do this”, and a list of success-level tasks to present quickly. Kai’s teacher will begin with role play. The teacher will: (a) Tell Kai “we are going to practice how to stop doing an assignment that is too hard! I’m going to give you a REALLY hard worksheet. You can say “I don’t want to do this” or you can point to this skip card on the table. Practice above scenario frequently, in times when Kai is calm and not upset by work or demand. Be sure that these are teaching times only – outside of regular math instruction times. (b) Eventually begin to practice using strategy during regular instruction; it will likely be necessary to prompt or remind Kai to use the strategy (“Remember to use your words or your skip card if it’s hard and you don’t want to”). (c) When Kai uses replacement behavior (“I don’t want to do this”), immediately remove work and provide a success-level task. (d) Once established, Kai’s teacher will teach and model steps a-c to support staff.</p> <p>1 = Kai will be taught to request to skip non-preferred tasks via modeling and role play. (Teaching strategy is identified but limited details and no evidence for team coordination.)</p>	<p><u>Logically Related:</u></p> <ul style="list-style-type: none"> <i>Component #6:</i> How do the teaching strategies support learning to use the FERB? Specific description of how the team will teach the FERB, in enough detail that others can pick up the plan and know what to do. Describe how and when team members will model, prompt, cue and reinforce successive approximations of the desired behavior, i.e., “shape” the behavior. Avoid specifying use of particular curriculum. Rather, describe specific skills to be taught. <p><u>Contaminators:</u></p> <ul style="list-style-type: none"> A reactive response strategy for the challenging behavior

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strategies for FERB are described.	either the FERB OR to teach general positive behaviors OR contaminators are present.	<p>0 = Kai will do assigned work. (Only general positive behavior identified)</p> <p>Kai will punch a pillow when upset. (Contaminator present)</p>	<ul style="list-style-type: none"> • Cathartic strategies for aggression (e.g., punch a pillow, not your peer) • Cathartic strategies for aggression have been extensively researched and are shown to foster or promote further aggression.

8. REINFORCEMENT

Components to Evaluate	Scoring	Examples	Key Concepts
<p>Describe reinforcement procedures needed for:</p> <ul style="list-style-type: none"> • Establishing FERB • Maintaining FERB • Generalizing FERB <p>There should be evidence that reinforcement procedures included are effective in reinforcing the student's appropriate behavior. For example, "selection of reinforcer based on_____."</p> <p>Evidence of team communication/monitoring:</p> <ul style="list-style-type: none"> • Training of staff in reinforcement procedures. • Coordination across environments • Team must specify exactly what the student will earn, how it will be delivered, who will deliver, how frequently student will access. 	<p>2 = Reinforcer for FERB is complete when described in detail specifying exactly:</p> <ul style="list-style-type: none"> • What student will earn • How reinforcer was identified • How student can earn it • Who will deliver reinforcement during the establishing, maintaining, and generalizing phases of intervention? <p>1 = At least one reinforcement procedure for FERB identified but does not include enough detail about the procedures that would allow another person to do intervention correctly and completely.</p> <p>0 = No FERB reinforcer and no positive behavior identified or described.</p>	<p>2 = Reinforcer: (removal of task) and access to <u>preferred items</u>. Selection of reinforcer based on function of Kai's behavior and items shown to increase amount of completed work.</p> <p>Establish: Teacher and classroom staff will provide immediate removal of work, every time the FERB "don't want this" is used. Additionally, for each completed activity without aggression, teacher and/or support staff will provide Kai with 3 minutes to access bin with preferred items to engage with.</p> <p>Maintain: Once Kai is using FERB consistently across situations, people, and activities, begin to decrease the immediacy that the activity is removed (e.g., instead of immediately removing task, provide choice "We need to do just a bit more. 1 more problem or 3 more problems?") As Kai learns to tolerate delay of removal, the number required before taking the work away can be slowly increased. Additionally, teacher and/or support staff will increase number of tasks completed without aggression before Kai can access bin of preferred items.</p> <p>Generalize: Skill should be practiced in a variety of settings with multiple people and assignments. Eventually the goal is for Kai to make request and tolerate a delay of removal of activity (completing entire assignment).</p> <p>1 = Kai will earn reinforcement by removal of task & access to preferred items. (Procedures lack detail to do correctly or completely)</p>	<p>Logically Related:</p> <ul style="list-style-type: none"> • <i>Component #6:</i> Are reinforcement strategies identified connected to the FERB? • Reinforcement should: <ul style="list-style-type: none"> ○ Be specific to the FERB (may also include reinforcement of general positive behavior, but only after FERB is specified) ○ Be identified via assessment, observation, etc. and be based on student preference and be logically related to FERB. • Reinforcers given contingently following desired behavior. • Frequency of reinforcement must match student's ability to delay gratification. High frequency is an especially important

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		<p>0 = Kai will be provided with reinforcement throughout the day. (Procedure not connected to FERB) OR Start with a fixed ratio 1 of reinforcement with tokens. After 1 month of success, decrease to a fixed ratio of 2 and so forth. (No direct link between reinforcement and FERB).</p>	<p>consideration for students with a limited history of reinforcement for desired behavior.</p> <ul style="list-style-type: none"> • Consider including fading procedures to ensure that reinforcers are thinned as appropriate.

9. RESPONSE TO CHALLENGING BEHAVIOR

Components to Evaluate	Scoring	Examples	Key Concepts
<p>What the student behavior(s) during each phase of the escalation cycle look like.</p> <p>What adults will do when the behavior occurs to ensure that it is not maintained, and the replacement behavior is learned.</p> <p>Progressive response of how to maintain a positive approach to supporting positive behavior, which does not reinforce the challenging behavior.</p> <p>Should not solely rely on “punishment”, rather, how to reduce the chance the behavior will continue to escalate.</p> <p>Include evidence of Two-Way Communication.</p>	<p>2 = Response to challenging behavior described completely with enough detail. Response specifies:</p> <ul style="list-style-type: none"> • <i>Precursor Behaviors</i>: What student behaviors look like and when/how staff can intervene early. • <i>Response to Challenging Behavior</i>: What student behaviors look like and specific staff actions in response which do not reinforce the behavior. For example: <ul style="list-style-type: none"> ○ Redirect student to perform the FERB. ○ Reminders of additional supports (e.g., reminder of next break, desired activity earned, praise for desired behavior, etc.) • <i>De-Escalation</i>: What student behaviors look like (how is it known student is calming?) <ul style="list-style-type: none"> ○ What behaviors should adults employ to support student returning to a calm state where they are available to respond and learn? • <i>Post Incident</i>: What behaviors adults should or should not do (e.g., debriefing and/or additional practice of the FERB after the 	<p>2 = Precursor Behaviors: a) making facial grimaces, b) pushing papers away, c) putting head down. <i>Staff response:</i> provide nonverbal prompt to use skip card (point to skip card or tell Kai “remember what you can do if this is too hard for you”).</p> <p>Response to Challenging Behavior: <i>Student behaviors:</i> a) Yelling loudly, b) Biting arm c) Grabbing at adult’s arms in attempt to bite. <i>Staff response:</i> a) As needed, move students to ensure safety b) speak in calm, neutral tone, c) provide short, brief statements focused on positive, desired behavior, emphasizing the visual supports “if it’s hard” (while pointing to Skip card), d) do not remove assignment until Kai uses skip card.</p> <p>De-Escalation: <i>Student behaviors:</i> Kai’s frequency and intensity of biting is decreasing, b) may begin to cry, c) may quickly escalate if given another instructional level assignment, resulting in biting again. <i>Staff Response:</i> a) Provide success-level tasks to engage with b) refrain from re-presenting original task or other instructional level tasks, c) encourage positive behavior and engagement with provided activities.</p> <p>Post Incident: <i>Staff response:</i> a) Increase frequency of reinforcement, b)</p>	<ul style="list-style-type: none"> • All stakeholders (e.g., parents, teachers, therapists, specialists, etc.) should: <ul style="list-style-type: none"> ○ approve of the response strategies ○ be consistent in their approach when challenging behavior occurs. • If appropriate, the student should be aware of all parts of the plan, including what strategies will be used for challenging behavior across all phases. • Restraint and seclusion should not be a part of a positive BIP. A separate safety/crisis intervention plan can be developed for this purpose. • Emphasis should be placed on identifying responses which will limit reinforcement of

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	<p>incident is over. Or, refrain from discussing incident, redirect to success-level activities)</p> <p>1 = At least one response strategy is identified on the BIP but does not include enough detail about the procedures. OR all areas are identified, but no detail or description of how the interventions are implemented.</p> <p>0 = No response strategy is described OR response has contaminators present.</p>	<p>Intersperse success level tasks with instructional level tasks c) avoid debriefing, as this does not appear to be effective for Kai, rather, practice use of skip card, d) suspension or removal from class should not be used, as this may reinforce the behavior</p> <p>1 = Staff will prompt Kai to skip activities instead of displaying aggression. (Strategy identified but does not include enough detail)</p> <p>0 = Staff will direct Kai to the sensory room and prompt to punch a pillow instead of the peers in the classroom. (Contaminators are present.)</p>	<p>the challenging behavior.</p> <p>Contaminators:</p> <ul style="list-style-type: none"> • Cathartic strategies (e.g., prompted to punch a pillow)

10. MEASUREMENT & MONITORING

Components to Evaluate	Scoring	Examples	Key Concepts
<p>Two Elements: <i>Measurement:</i> Specific, measurable goals to monitor progress on use of FERB and the effectiveness of the BIP. Resources on writing behavior goals can be found at www.pent.ca.gov.</p> <p><i>Monitoring:</i> How will plan be monitored? Who will be responsible? How will team communicate, provide training, troubleshoot, ensure implementation, etc.? What strategies will support implementation (e.g., fidelity checks, performance feedback, coaching, team meetings)? These concepts may be imbedded throughout the plan - does not require specific communication section.</p> <p>For both, BIP can refer the reader to attached document, or IEP, and need not be fully described on the form for a score of two. However, to score a 2, the attachment/IEP must meet criteria as described here.</p>	<p>2 = Both are present: a. Specific, measurable FERB goal targeting increase in FERB which matches identified function. b. Documentation of monitoring and communication is present, is connected to implementation, and/or behavior change (e.g., increase in use of FERB, decrease in challenging behavior).</p> <p>1 = Monitoring is included, and general behavior goal that is measurable but not aligned to function. OR Specific, measurable FERB goal included, but no monitoring/communication included.</p> <p>0 = No FERB goal, Goal is not measurable, communication is missing.</p>	<p>2 = FERB Goal: Kai will request to skip assignments (using skip card and/or verbally) for the purpose of escaping work. (See IEP measurable goals for definitions, measurement methods, and personnel)</p> <p><i>Monitoring/Communication:</i> Documented in Teaching Strategies section: “Kai’s teacher will begin teaching use of FERB, behavior specialist will check in after 2 weeks to see how it is going/answer questions.” AND “Teacher will communicate with SLP and OT to provide ‘skip’ cards for their sessions”</p> <p>1 = Kai’s teacher will communicate weekly with parents on progress of increasing time on task. (Communication included, but only referencing a general positive behavior goal)</p> <p>0 = Kai will do his work. (No FERB goal identified and no documenting of monitoring/ communication.)</p>	<ul style="list-style-type: none"> ● Required: behavior goal targeting FERB. Must be specific, measurable. <ul style="list-style-type: none"> ○ Recommended: behavior reduction goal and/or general positive behavior goal but only after FERB goal is documented. ○ For goal writing resources: see www.pent.ca.gov <p>Two-Way Communication between all stakeholders to support implementation. To be documented throughout the BIP, and include:</p> <ul style="list-style-type: none"> ○ Setting Events/Outside Factors ○ When and how intervention fidelity will be measured ○ Barriers to Implementation ○ When and how training and coaching on implementation will be provided ○ Communication between team members regarding progress

Definitions

Completely and With Enough Detail:

All behaviors, actions, interventions, supports, etc. that the student and/or adults will engage in or preform are described with enough detail so that another individual can pick up the plan and know what to do, what the student behavior(s) look like, etc. Details may include:

- What specific actions or behaviors the student engages in (this may be related to the challenging behavior or demonstration of the FERB)
- Who is performing the intervention?
- What materials are needed for the intervention?
- What steps are required for teaching the student to use the FERB?
- Description of what training and/or coaching needs to occur for the staff to implement the intervention.


Two-Way Communication:

Evidence of Two-Way Communication to support the monitoring of the plan should be present and documented throughout the BIP. Examples of Two-Way Communication may include:

- Setting Events/Outside Factors: (e.g., parent to communicate to teacher and behavior specialist about significant life changes in the home.)
- Environmental Factors: Behavior specialist and teacher to monitor effectiveness of strategy (e.g., implementation of individual visual schedule).
- When and how intervention fidelity will be measured (e.g., behavior specialist will conduct and review monthly fidelity checks with teacher).
- Barriers to Implementation: (e.g., Behavior specialist will schedule Team Meetings to troubleshoot barriers to implementation).
- When and how training and coaching on implementation will be provided (e.g., behavior specialist will provide training on reinforcement schedule)
- How the plan will be monitored (e.g., if plan breaks down, behavior specialist to schedule coaching with classroom staff).

Essential 10: Essential Components of Behavior Intervention Plans



Scoring using the guide will require the use of professional judgement and the ability to think critically about how the different sections of the plan logically relate to each other. Throughout the document you will see a small icon  which indicates that that section must logically relate to another section of the plan. Each section which logically relates to another is further described in the “Key Concepts” column of the document. Logically relating sections to one another helps strengthen the plan, as it ensures that the behavior intervention plan keeps focus on the target behavior.

Component	Logically Relates To:
#3: Antecedent Information	#4: Environmental Information #5: Function
#4: Environmental Information	#3: Antecedent Information #5: Function
#5: Function	#3: Antecedent Information #4: Environmental Information #6: Replacement Behavior
#6: Replacement Behavior	#5: Function #7: Teaching Strategies #8: Reinforcement
#7: Teaching Strategies	#6: Replacement Behavior
#8: Reinforcement	#6: Replacement Behavior

Contaminators

Some sections contain Contaminators - elements which go against best practice and the science of behavior analysis, resulting in the section being inaccurate and even if the plan is otherwise well written, will likely not result in behavior change for the student. As such, if a contaminator is present, that section would automatically be scored “zero”.

Component	Contaminator
#5: Function	<ul style="list-style-type: none"> • Revenge, vengeance, control, power. <ul style="list-style-type: none"> ○ These are not functions that can be used to develop a functionally equivalent replacement behavior (FERB). Consider alternatives: <ul style="list-style-type: none"> ▪ Instead of vengeance: avoid past action of a peer ▪ Instead of control: access/gain choice of activities and pacing of activities ▪ Instead of power: access sustained peer attention
#6: Replacement Behavior	<ul style="list-style-type: none"> • Revenge, vengeance, control, power
#7: Teaching Strategies	<ul style="list-style-type: none"> • A reactive response strategy for the challenging behavior is described here. • Cathartic strategies for aggression are described (e.g., punch a pillow, not your peer) • Cathartic strategies for aggression have been extensively researched and are shown to foster or promote further aggression.
#9: Response to Student Behavior	<ul style="list-style-type: none"> • Cathartic strategies (e.g., prompted to punch a pillow)

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