**Jackson Public School District**

**Behavior Intervention Support Plan (BISP)**

*For Behavior Interfering with Scholar’s Learning or the Learning of His/Her Peers*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Scholar Name** | | | | |  | | | | | | | | | | **Today’s Date** | | | | | |  | | | | | | | **Next Review Date** | | | | | |  | |
| **School** | | | |  | | | | | | | | | | | **The BISP is attached to:** | | | | | | | | | | Tier II Intervention Plan  Tier III Intervention Plan | | | | | | | | | | |
| **1** | **The behavior impeding learning is** *(describe what it looks like)* | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2** | **It impedes learning because** | | | | | | | | | | | . | | | | | | | | | | | | | | | | | | | | | | | | |
| **3** | The need for a ***Behavior Intervention Support Plan***  early stage intervention  moderate  serious  extreme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **4** | Frequency or intensity or duration of behavior | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | reported by | | | | |  | | | | | | | | | | | | | | and/or  observed by | | | | | | |  | | | | | | | | | |
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|  | **PREVENTION PART I**: | | | | | | | **ENVIRONMENTAL FACTORS AND NECESSARY CHANGES** | | | | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Observations & Analysis** | **What are the predictors for the behavior?** (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **5** |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **What supports the scholar using the problem behavior?** (*What is missing in the environment/curriculum or what in the* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *environment / curriculum that needs changing?)* | | | | | | | | | | | | | | | | | **6** |  | | | | | | | | | | | | | | | | | |
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| **Intervention** |  | | | | | | | | | | | | | **Remove scholar’s need to use the problem behavior** | | | | | | | | | | | | | | | |  | | | | | | |
| **What environmental changes, structure and supports are needed to remove the scholar’s need to use this behavior?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (*Changes in Time/Space/Materials/Interactions to remove likelihood of behavior*) | | | | | | | | | | | | | | | | | | | | | | | | | | **7** | |  | | | | | | | |
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| Who will implement? | | | | | | | |  | | | | | | | | | Who will monitor? | | | | | | | |  | | | | | | Frequency | | |  | |
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|  | **ALTERNATIVES PART II:** | | | | | | | | | | **FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT** | | | | | | | | | | | | | | | | | | | | | |  | | | |
| **Observation & Analysis** | **Team believes the behavior occurs because:** | | | | | | | | | | | | | | | (*Function of behavior in terms of getting, protesting, or avoiding something*) | | | | | | | | | | | | | | | | | | | | |
| **8** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | | | | | | | **Accept an alternative behavior that meets the same need** | | | | | | | | | | | | | | | | | |  | | | | | |
| **What team believes the scholar should do INSTEAD of the problem behavior?** (*How should the scholar escape/protest/avoid or* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *get his/her need met in an acceptable way?)* | | | | | | | | | | | | | | | **9** | |  | | | | | | | | | | | | | | | | | | |
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| **Intervention** | **What teaching Strategies/Necessary Curriculum/Materials are needed?** (*To teach the replacement behavior, successive* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *teaching/reinforcing steps to learn the alternative behavior*) | | | | | | | | | | | | | | | | | | | | | **10** | | #1 PIVOTAL SKILL: | | | | |  | | | | | | | |
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| REPLACEMENT BEHAVIOR TEACHING PLAN: | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
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| #2 PIVOTAL SKILL: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| REPLACEMENT BEHAVIOR TEACHING PLAN: | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
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| Who will implement? | | | | | | | | |  | | | | | | | | Who will monitor? | | | | | | | |  | | | | | | Frequency | | |  | |
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| **Intervention** | **What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **11** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Selection of reinforcer based on: | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
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| reinforcer for using replacement behavior  reinforcer for general increase in positive behaviors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| By whom? | | | | |  | | | | | | | | | | | | | Frequency | | | |  | | | | | | | | | | |
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|  | **EFFECTIVE REACTION** **PART III:** | | | | | | | | | | | | **REACTIVE STRATEGIES** | | | | | | | | | | | | | | |  | | | | | |
| **What strategies will be employed if the problem behavior occurs again?** (1. Prompt scholar to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Constructive/restorative discussing with scholar after behavior ends, 4. Any necessary further classroom or school consequences) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **12** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Personnel? | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **OUTCOME** | | | | **PART IV:** | | | | | | **BEHAVIORAL GOALS** | | | | | | | | | | | | | | | | | **REACTIVE STRATEGIES** | | | | | |
| **Behavioral Goal(s)** | | | | | **13** | | | | 1) | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2) |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| The behavioral goal(s) are to  Reduce frequency of problem behavior  Increase use of replacement behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Develop new general skills that remove scholar’s need to use the problem behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Observation and Analysis Conclusion:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Are curriculum accommodations or modifications also necessary? Where described | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | Yes  No | |
|  | Are environment supports/changes necessary? | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | Yes  No | |
|  | Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Yes  No | |
|  | Are both teaching of new alternative behavior AND reinforcement needed? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Yes  No | |
|  | This BISP to be coordinated with other agency’s service plans? | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | Yes  No | |
|  | Person responsible for contact between agencies | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | |  | |
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|  | **COMMUNICATION** | | | | | | | **PART V:** | | | | **COMMUNICATION PROVISIONS** | | | | | | | | | | | | |  | | | | | | |  | |
| **Manner and frequency of communication, all participants** | | | | | | | | | | | | | | | | | | **14** | |  | | | | | | | | | | | | | |
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| Between?  Scholar  Teacher | | | | | | | | | |  | | | | | | Teacher | | | | | |  | | | | Parent | | | | | Frequency | |  |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | **PARTICIPATION** | | | | | | | **PART VI:** | | | | | **PARTICIPANTS IN PLAN DEVELOPMENT & AGREEMENT** | | | | | | | | | | | | | | | |  |  | | | |
|  | Scholar | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Parent / Guardian | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Parent / Guardian | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Educator and Title | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Educator and Title | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Educator and Title | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Other | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | Other | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | |
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Adapted from Diana Browning Wright,, Behavior/Discipline Trainings, 2002