**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 |  |
|  |  |  |
|  | **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 |  |
|  |  |  |  |  |  |
|  | **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: |  |
|  |
| REPLACEMENT BEHAVIOR TEACHING PLAN: |  |
|  |
| #2 PIVOTAL SKILL: |  |
|  |
| REPLACEMENT BEHAVIOR TEACHING PLAN: |  |
|  |
| Who will implement? |  | Who will monitor? |  | Frequency |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **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: |  |
|  |
| [ ]  reinforcer for using replacement behavior [ ]  reinforcer for general increase in positive behaviors |
| By whom? |  | Frequency |  |
|  |
|  | **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? |  |
|  |  |  |
|  | **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 |
|  |  |  |
|  | **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 |  |  |
|  |  |  |
|  | **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 |  |  |
|  |  |  |  |

Adapted from Diana Browning Wright,, Behavior/Discipline Trainings, 2002