

Special Education Behavior Intervention Plan Rubric

Rating- what is needed	General Descriptors	Evidence	Examples
<p style="text-align: center;">4 BIP Exceeds Expectations</p>	<p>Includes all 7 components, plus data (baseline) progress monitoring</p>	<p>Behavior measured, data collected at regular intervals, data reviewed and informs changes to Plan</p>	<ul style="list-style-type: none"> ● Daily behavior recording frequency ● Behavior charts ● Teacher behavior report card ● Dates for progress review
<p style="text-align: center;">3 BIP includes all 7 components (minimum addressed to meet standard)</p>	<ol style="list-style-type: none"> 1. Target behavior(s) 2. Desired behaviors 3. Replacement Behaviors 4. Environmental modifications 5. Instructional Procedures and Reinforced practice 6. Response to Problem behavior 	<ol style="list-style-type: none"> 1. Behavior to be changed (triggers, consequences, function) 2. End goal - what do you want/expect behavior to look like; specific and reasonably attained 3. Objectives/scaffold to reach desired behavior – change you expect to see. 4. Antecedent and setting event modifications. 5. Interventions – what, who, plans for skill acquisition and generalization, data collection plan 6. Chain of responses to target behavior (add a separate Crisis Plan to address behaviors that are immediate danger of injury 	<p><i>Student</i> is avoiding independent paper/pencil assignments and protests with profanity because he states he prefers working with a partner on requested activity. This is most likely to occur when <i>student</i> is requested to do work without peer support, after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes. ***</p> <p>“<i>Student</i> will verbally request working with a peer buddy when he wishes to protest the teacher’s requirement that he work independently on seatwork” ***</p> <p>By 6/3/14, on 4 out of 5 daily behavior report cards, <i>student</i> will have exhibited no task refusals during independent work time, either by completing tasks on his own or requesting to work with peer; or By 6/3/14, as reported on 3 out of 4 weekly summaries, <i>Student</i> will have demonstrated completion of 95% of all written assignments for math, with or without peer assistance, with no cueing or defiance ***</p> <p><i>Student</i> will be seated next to a peer buddy and they will receive instruction on peer supports for activities occurring after recess, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes. *****</p> <p>“Teacher will instruct, provide practice sessions, and cue <i>student</i> to request peer buddy assignment assistance using the <i>request language curriculum</i> and the social worker will practice these requesting skills in small group.” “<i>Student</i> will earn time on the new computer game for work completion and requesting peer buddy when needed.” *****</p> <p>“During <i>Student</i>’s problem behavior episode (task refusal and profanity) the teacher will sit very close to him, present two choices of which work folder to complete with a peer, using a non-emotional tone, waiting for swearing to end and <i>Student</i> to choose</p>

		to self or others)	<p>a task.” AND</p> <p>1) Teacher will non-verbally cue <i>Student</i> to switch to the replacement behavior, a peer assistance request, using the five hand signals of “stop,” “think,” “you can make a good choice,” “you can make a bad choice” “what will you do?” as taught to the student and practiced previously and followed by hand signals “pat yourself on the back” if student signals “good choice” and switches behavior.</p> <p>2) Debriefing method(s): “Teacher and <i>Student</i> will analyze the problem behavior occurrence using the Behavior Worksheet. Process will occur after student is observed to be calm and ready to talk.”</p> <p>3) Consequences: “<i>Student</i> will not receive tokens for the period due to lack of completing the task which would have earned approximately 5 min toward the computer game.”</p> <p>4) If <i>Student</i> engages in dangerous behavior, such as pushing, hitting or throwing furniture during the protest, Crisis Plan will be used.</p> <p style="text-align: center;">*****</p> <p>Behavior: “<i>Student</i>’s handwritten daily report card will be reviewed by parent and student nightly and will include report on <i>Student</i>’s use of replacement behavior. Parents will return daily report with summary of <i>Student</i>’s response to reinforcer given for adequate progress to the teacher issuing the report.”</p> <p>Weekly summaries: “All written daily report card copies will be distributed to the counselor weekly and contain information on task completion rate (see IEP attachment). Parents will report back to school on <i>Student</i>’s independent homework completion and teacher will report to parents on daily report that homework was received and evaluated; IEP team will review all data at next meeting in 3 months.”</p> <p>Conditional: “If <i>Student</i> has one episode of throwing furniture or continues profanity past two minutes in refusing tasks, principal and parent will be notified by phone within one day and a face-to-face conference held between teacher, principal and parents to analyze and problem-solve additional or other interventions.”</p>
	7. Implementation and Progress	7. When and how progress data will be shared and reviewed	
2	BIP completed but with 1 or 2 missing or inadequately addressed components		
1	BIP missing/inadequately addressing more than 3 required components or missing from file		

Examples adapted from: BEHAVIOR INTERVENTION PLAN QUALITYEVALUATION SCORING GUIDE II (California Statewide PENT Cadre Member Network)