

Behavior Intervention Plan (BIP) *Template*

Guidance and Structure
for Writing Effective
BIPs

Templates, guided examples,
and step-by-step support

SCROLL
to take a look inside!

PLUS Explanation of BIP
Components and Examples

What Makes Writing BIPs Tricky?

- Many behavior plans fail in real classrooms—not because teams don't care, but because the plan is missing key pieces staff need to implement it consistently.
- When the steps aren't clear, the plan becomes just paperwork instead of a usable support.

Why Many BIPs Don't Get Implemented (Even When They're "Done")

- Strategies are listed, but not taught or supported.
- Data plans are vague, so no one knows if it's working.
- Exit criteria is missing—so the plan goes on forever.

How This Resource Supports Stronger BIPs

- ✓ Shows what strong responses look like for each section (not just what to fill in).
- ✓ Keeps the plan tied to function—so strategies match the “why” from the FBA.
- ✓ Builds in a structure for implementation, training, and follow-through (so staff can actually use it).
- ✓ Includes exit criteria so teams know when to review, revise, or fade supports.

★ Two Editable BIP Templates

- One with an embedded fidelity check to support streamlined implementation monitoring
- One without (for flexible team or district requirements)

What's Included in This Resource?

★ 18-Page Explanation & Examples Guide

- Step-by-step support for each BIP component
- Models strong professional wording and decision-making

Structured Templates That Support Clear, Implementable BIPs



- Organize all required BIP components in one clear, consistent format.
- Embedded prompts guide the translation of FBA findings into actionable plan components.
- Support clearer decision-making around strategies, supports, and staff expectations for implementation.

Behavior Intervention Plan			
Name	Teacher/School		
Grade	FBA Date		
BIP Date	BIP Developer(s)		
Revision/Reasons for			
Target/Problem Behavior(s)			
Summary/Functional Hypothesis			
Functionally Equivalent Alternative/Replacement Behaviors			
Proactive Strategies/Antecedent Manipulations			
Educative Strategies/Instructional Procedures			
Reinforcement Procedures			

Behavior Intervention Plan			
Fidelity Check			
Fidelity Check Date	Number of Strategies Observed	Number of Possible Strategies	
Monitoring			
Fidelity Check Summary			
Total Possible Strategies	Total Strategies Observed	Fidelity Percentage	
Fidelity Check Summary			

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Fidelity Check Summary			
Total Possible Strategies	Total Strategies Observed	Fidelity Percentage	
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Fidelity Check			
Fidelity Check Date	Number of Strategies Observed	Number of Possible Strategies	
Monitoring			
Fidelity Check Summary			
Total Possible Strategies	Total Strategies Observed	Fidelity Percentage	
Fidelity Check Summary			

Optional Fidelity Check Template to Support Consistent Implementation

- Tracks whether strategies are actually being implemented — not just written into the plan.
- Supports objective monitoring across multiple BIP components and strategies.
- Creates clear accountability across staff, classrooms, and settings.
- Summarizes implementation integrity in one clear snapshot for team review.

The image displays three overlapping 'Behavior Intervention Plan' forms. A magnifying glass is positioned over the 'Fidelity Check' section of the frontmost form. The forms are titled 'Behavior Intervention Plan' and include sections for 'Name', 'Teacher/School', 'Grade', 'FBA Date', 'BIP Date', 'BIP Developer(s)', 'Revision/Reasons for', 'Target/Problem Behavior(s)', 'Summary/Functional Hypothesis', 'Functionally Equivalent Alternative/Replacement Behaviors', and 'Proactive Strategies/Antecedent Manipulations'. The 'Fidelity Check' section is a table with columns for 'Task/Activity', 'Fidelity Check', 'Fidelity', 'Check', 'Number of Strategies Observed', and 'Number of Possible Strategies'. The 'Fidelity Check' column is further divided into 'Staff Observing' and 'Fidelity'. The 'Fidelity' column is further divided into 'Fidelity' and 'Check'. The 'Number of Strategies Observed' and 'Number of Possible Strategies' columns are also present. The forms are branded with 'The Responsive Educator' logo.

Task/Activity	Fidelity Check	Fidelity	Check	Number of Strategies Observed	Number of Possible Strategies
	Staff Observing	Fidelity	Check		

These BIP Templates Are Built to Translate FBA Findings Into Daily Classroom Action

- Aligns intervention strategies directly to FBA findings
- Turns data and hypotheses into actionable team plans
- Connects behavior goals to real instructional and environmental supports
- Supports ongoing adjustment as student needs change

Step-by-Step Guidance for Each BIP Component

- Explains what to include (and what to avoid) in each section of a Behavior Intervention Plan.
- Provides guiding questions and examples to strengthen clarity, alignment, and follow-through.
- Helps translate the FBA findings into concrete strategies staff can implement consistently.

Functional Behavior Assessment
Explanation of Components

Student Information:

Name:	Teacher:
Grade:	School:
Date:	FBA Developer(s):

Overview:
For the overview component, write a brief description of the student. Include information such as:

- Why is an FBA being written?
- When did the problem first appear?
- Describe the course of the behavior over the past days/weeks/months/years

Sources of Data:

- **FBA Interview Forms**
 - In-depth functional behavior assessment interview questions for parents, teachers, and students.
- **Functional Behavior Assessment Graphing**
 - Automatically creates 10 different graphs including types of problem behavior (as seen above), location, instruction type, antecedent, duration, and more.
- **FBA Template**
 - Editable FBA Template
 - The Components of a Functional Behavior Assessment, an 11-page document explaining how to do an FBA, outlining each of the necessary components
 - An FBA example for each of the components of a functional behavior assessment

Summary/Functional Hypothesis

- This section should match or relate closely to the Summary/Functional Hypothesis section in the Functional Behavior Assessment. As stated above, if the target behaviors have changed since the FBA was written but the function remains the same, you can update the behavior intervention plan without doing a new FBA. However, if the function of the student's current behavior is different from what was named in the FBA, best practices suggests that a new FBA should be completed.
- For each target/problem behavior, summarize the antecedent events (triggers) for the student and the identified functional purpose for the behavior. This is where you pull together all of the available data to say WHY the behavior appears to be occurring.
- Remember that a behavior can have more than one function. For example, "During math time, Ben hits and kicks other children in an attempt to avoid the task and gain adult attention."

Relevant sources of data may include:

- Academic Information
 - Grades, standardized test scores, results on teacher-made tests, etc.
- Behavior Data Graphs
 - Consider scatterplot or other data that shows the frequency, duration or other relevant measure to give a clear picture of what behaviors are occurring at school.
 - Graphs from data collected during the RTI process can be used to form your baseline.
- Available Resources
 - **Method of Data Collection (free)**
 - Free resource that describes the most commonly used behavior data collection methods and helps you determine which is best for your situation.
 - **Behavior Monitoring Data Forms and Graphs (low-cost)**
 - Data collection resources to suit all needs, from daily point sheets, to behavior graphing for frequency, duration, interval, etc.

The Summary/Functional Hypothesis section might look something like this:

Summary/Functional Hypothesis

- Physical Aggression Toward People
 - Toward People: Student has a history of engaging in physically aggressive behaviors toward peers when in a situation where he perceives that he has been wronged by that peer in an effort to gain peer attention. In the past it also occurred toward adults when they intervened to stop student from engaging in unsafe behaviors in an effort to avoid adult attention.
- Physical Aggression Toward Objects
 - When faced with a situation that he perceives as adverse, either academic or social, student will sometimes exhibit physical aggression toward objects, such as hitting or kicking walls or tables or throwing objects. These behaviors are an attempt to escape from the situation that has upset him.

Functionally Equivalent Alternative/Replacement Behaviors

- A replacement behavior is the behavior you want students to exhibit in place of the behavior you are trying to eliminate. The replacement behavior must meet the same function as the target/problem behavior in order to be effective.
- For example, if the function of a student's problem behavior is to gain attention from their peers, then the replacement behavior should be a more appropriate way to meet that same need for attention from peers. Or if the function of the student's behavior is to escape from work, then the replacement behavior needs to give them a more socially appropriate means of escape (such as asking for a break instead of eloping from class).
- In this section, be sure to **address each function** of each problem behavior identified above with at least one alternative/replacement behavior.
- Remember that any alternative/replacement behavior outlined here should be explicitly taught in the Educative Strategies Instructional Procedures section. If we want to change behavior, we must actively teach the behavior we are hoping to see instead.
- As shown in the examples below, there is more than one way to write the replacement behaviors, so feel free to write them in a way that makes the most sense to you.
 - Examples:
 - Rather than blurting out as a way to gain adult attention, *student* will raise their hand and wait quietly to be called on.
 - *Student* will request that peers stop saying or doing things that are upsetting him using a calm tone of voice and respectful language (meeting his need for escape) and seek adult assistance if this does not work.
 - *Student* will request a break or a walk (verbally or with a predetermined signal) when he is feeling upset (escape).

Sources of Data

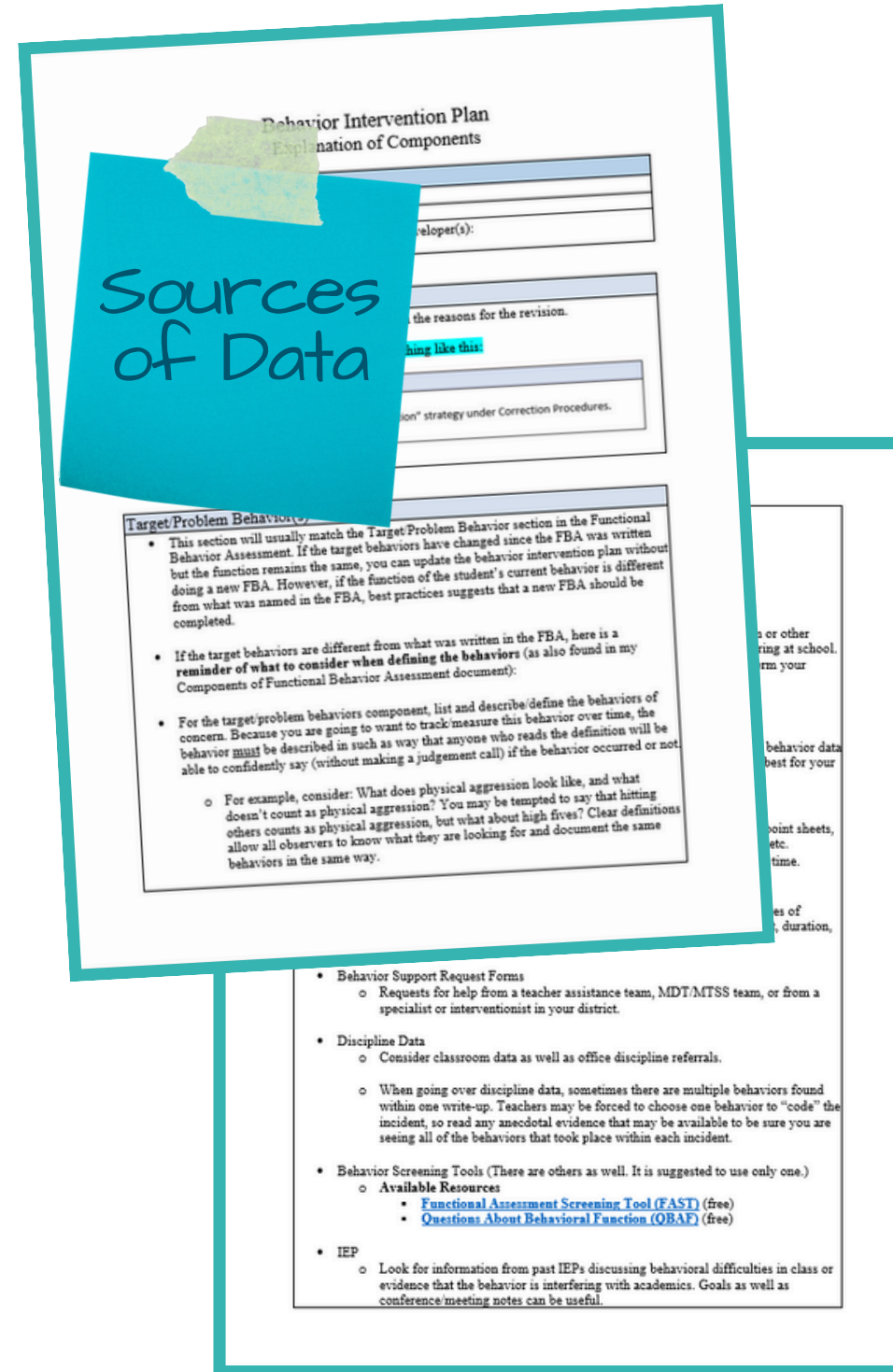
Clarifies which data sources should guide BIP decisions and updates



Clarifies which data sources provide the strongest evidence when selecting interventions.



Shows how to move beyond single-source data so plans are not built on assumptions, anecdotes, or incomplete information.



Models how combining multiple data sources leads to more targeted, defensible intervention decisions.



Examples demonstrate how stronger data improves strategy selection, team confidence, and follow-through.

Target Behaviors

Clarifying What Will Actually Be Monitored and Changed



Clarifies how to translate FBA findings into measurable, observable target behaviors that can be reliably monitored in a behavior plan.



Guided examples show how to avoid vague labels, opinion language, and “mind-reading” so behaviors can be tracked consistently by any observer.

Behavior Intervention Plan
Explanation of Components

Student Information: Name: _____ Grade: _____ Teacher: _____

Target Behaviors

Reasons for the revision.

Strategy under Correction Procedures.

- This section will usually be the same as the Behavior section in the Functional Behavior Assessment. If the target behaviors have changed since the FBA was written but the function remains the same, you can update the behavior intervention plan without doing a new FBA. However, if the function of the student's current behavior is different from what was named in the FBA, best practices suggests that a new FBA should be completed.
- If the target behaviors are different from what was written in the FBA, here is a reminder of what to consider when defining the behaviors (as also found in my Components of Functional Behavior Assessment document):
- For the target/problem behaviors component, list and describe/define the behaviors of concern. Because you are going to want to track/measure this behavior over time, the behavior must be described in such a way that anyone who reads the definition will be able to confidently say (without making a judgement call) if the behavior occurred or not.
 - For example, consider: What does physical aggression look like, and what doesn't count as physical aggression? You may be tempted to say that hitting others counts as physical aggression, but what about high fives? Clear definitions allow all observers to know what they are looking for and document the same behaviors in the same way.

Disruptive Behavior

- Behavior that interferes with teaching and learning including, but not limited to, vocalizations at inappropriate times, or making repetitive comments or noises.

Related FBA Resources

- Functional Behavior Assessment Bundle – includes all 4 of the resources listed below:
 - Behavior Observation Forms
 - Includes a variety of data collection forms, as well as a behavior observation summary to help you break down what you are seeing in a way that will help you write a quality FBA.



Supports prioritizing the behaviors that will have the greatest impact on safety, learning, and long-term change.



Walks through narrowing focus to 1–3 meaningful behaviors to prevent scattered, ineffective intervention plans.

Summary/Functional Hypothesis

Why Do They Keep Doing That?



Models how to translate FBA data into clear, defensible hypothesis statements that directly guide intervention planning.



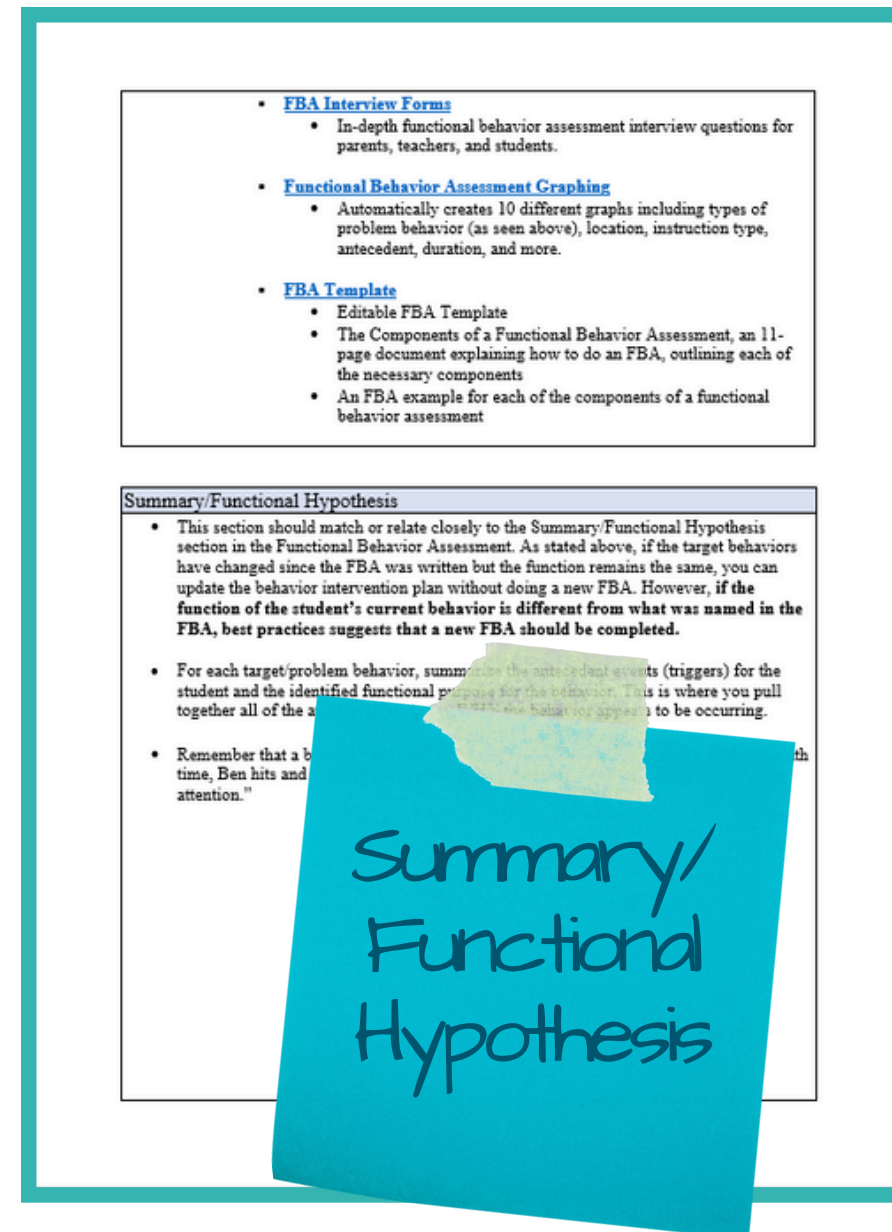
Supports identifying multiple functions when supported by data — avoiding oversimplified conclusions.



Shows how to integrate setting events, antecedents, behavior patterns, and maintaining consequences into one functional summary.



Examples highlight common errors and how to strengthen weak or incomplete hypotheses.



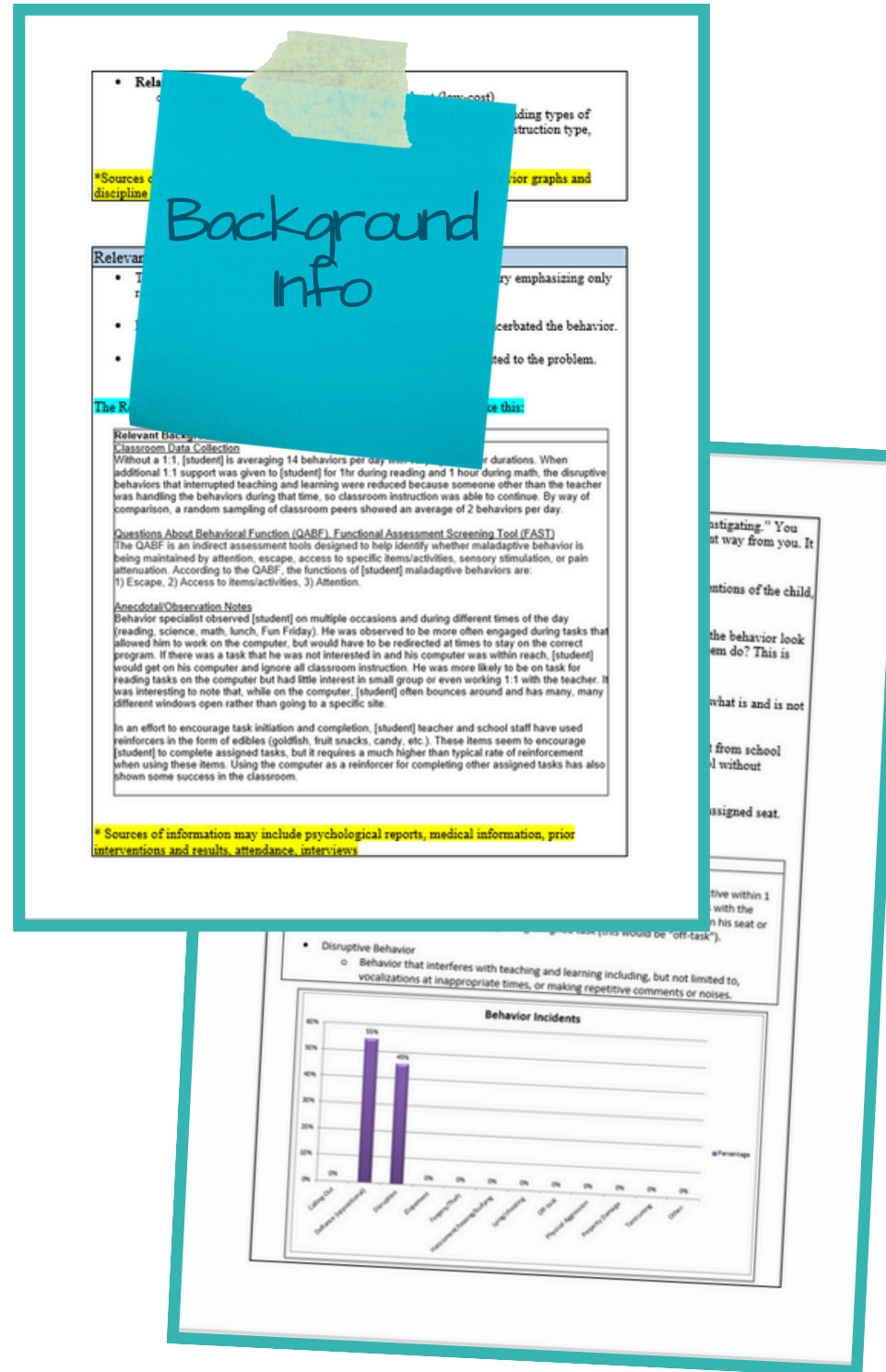
Updating Relevant Context for Ongoing Decision-Making



Guides teachers in pulling relevant background information from the FBA while updating changes since the last plan.



Helps filter out noise so only factors that impact current behavior and intervention decisions are documented.



Models how to
summarize evolving
medical, academic, and
contextual information
clearly and professionally.



Real examples show how to synthesize reports, attendance, and intervention history into usable updates — not copied or outdated data.

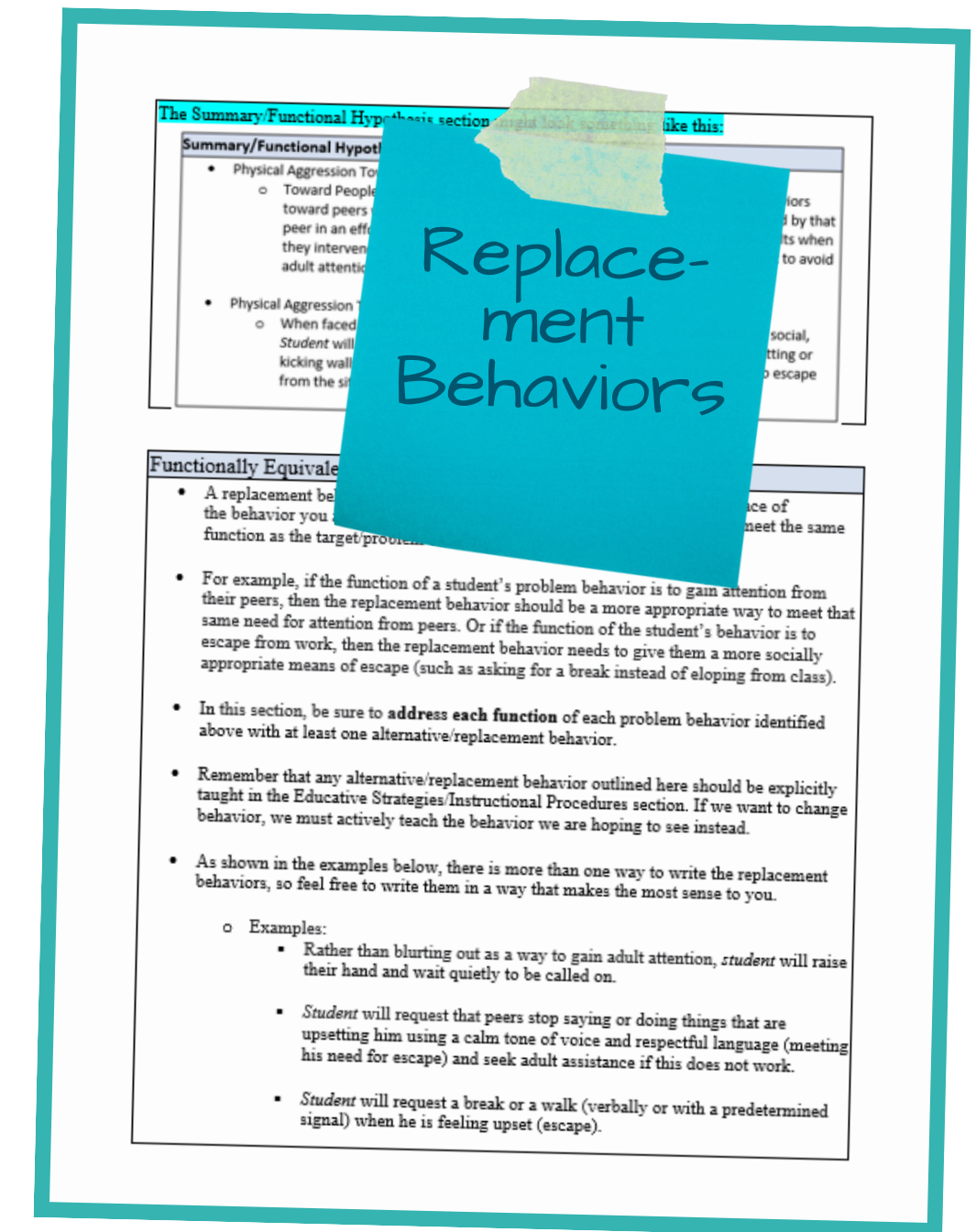
Replacement Procedures

Replacement Behaviors That Match Function

✓ Shows how to select replacement behaviors that meet the same function as the problem behavior — not just more compliant behavior.

✓ Helps to prevent common mistakes, such as choosing replacement behaviors that do not actually reduce the motivation for the problem behavior.

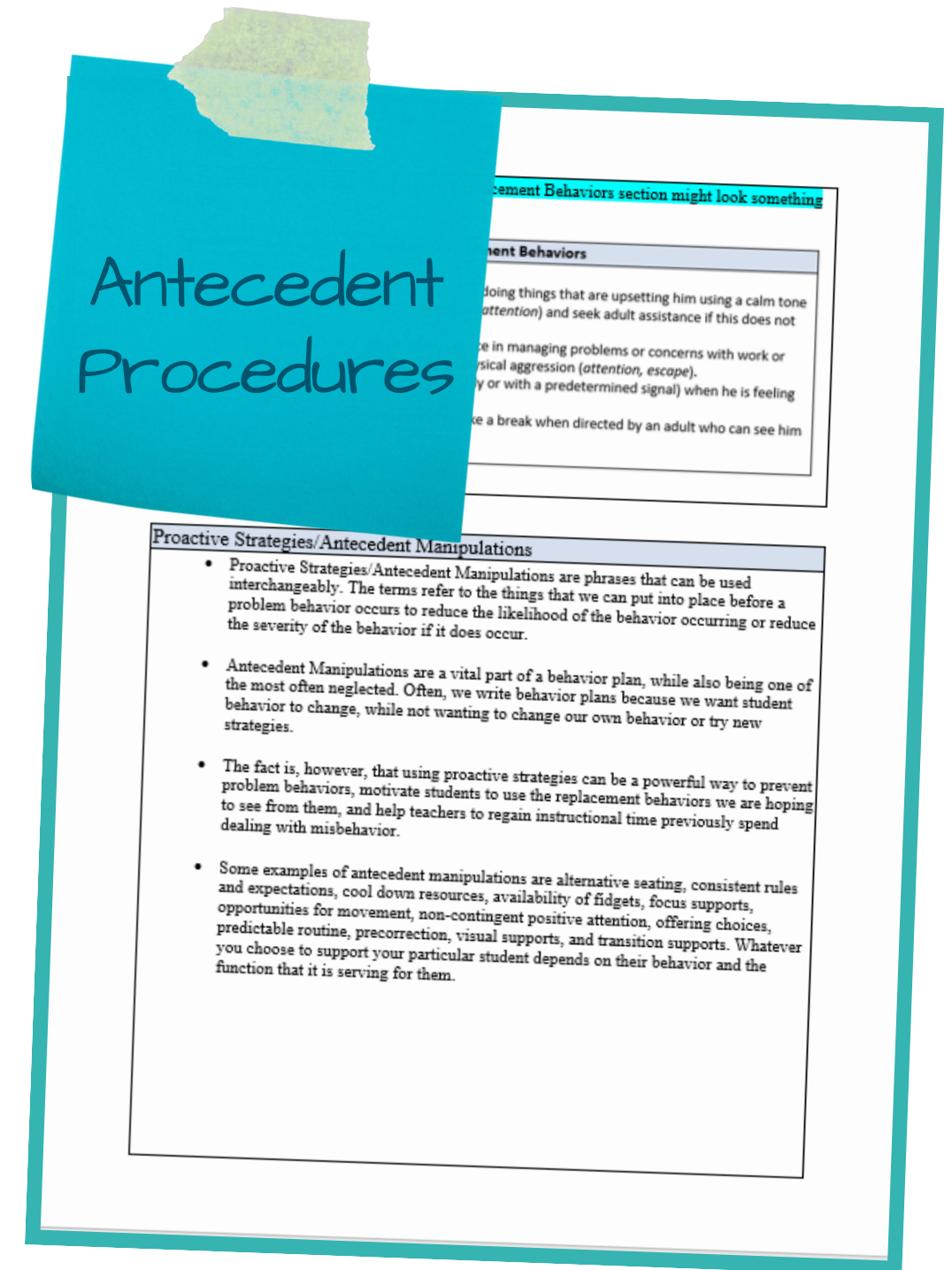
✓ Examples model clear, realistic replacement behaviors that staff can consistently teach and reinforce.



Proactive/Antecedent Procedures

Preventing Problem Behavior Before It Starts

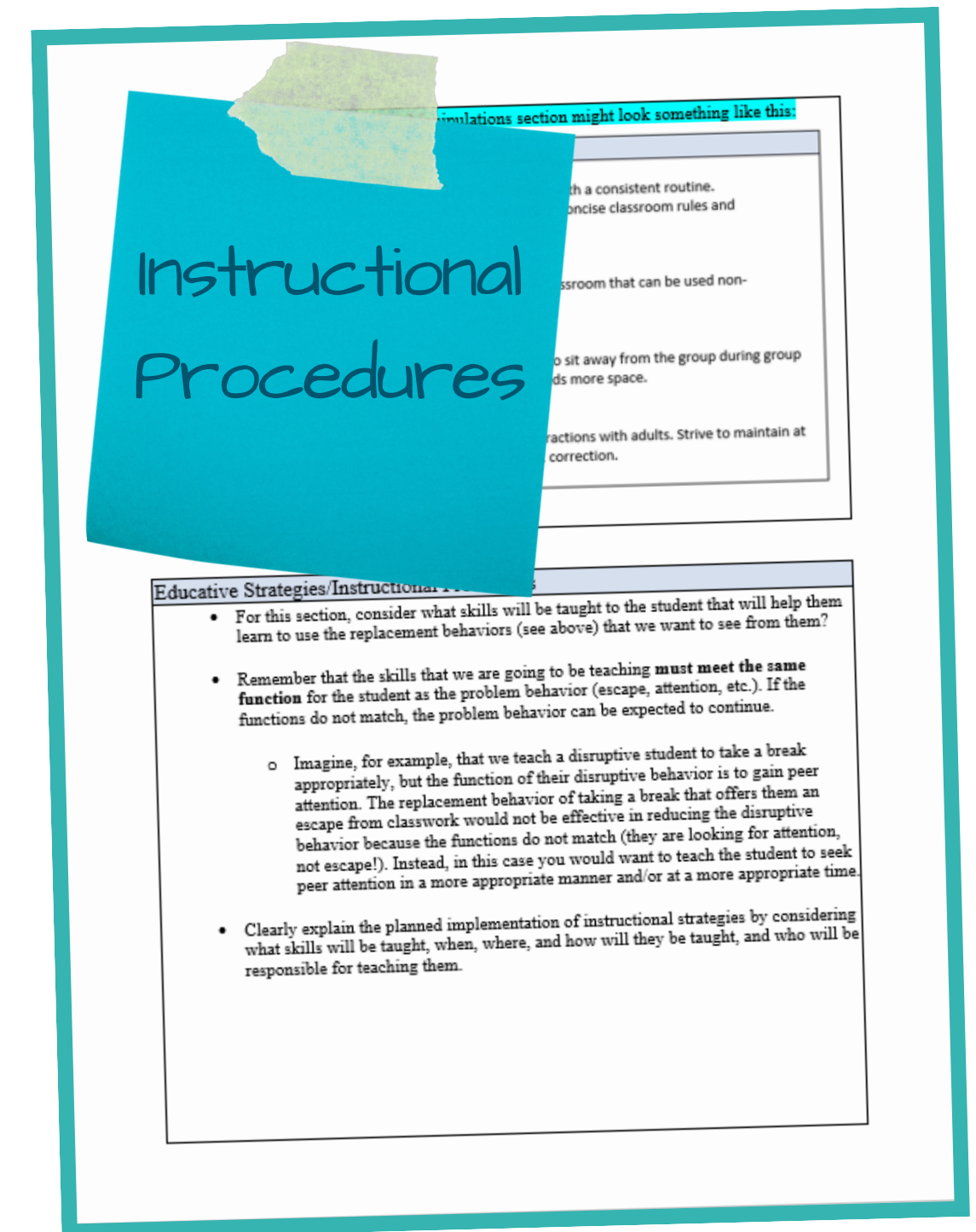
- ✓ Shows how to design proactive strategies that directly address the triggers identified in the FBA — not generic classroom fixes.
- ✓ Guides teachers in selecting practical environmental, instructional, and schedule supports that keep learning moving.
- ✓ Examples model how small, intentional adjustments can reduce problem behavior without relying on constant correction or removal.



Instructional Procedures

Teaching What to Do Instead - Not Just What to Stop Doing

- ✓ Shows how to design instruction that explicitly teaches the replacement behaviors in the plan.
- ✓ Guides selecting appropriate prompting, modeling, practice, and feedback based on student needs.
- ✓ Examples model clear, teachable procedures staff can implement consistently.



Reinforcement Procedures

Helping New Skills Stick



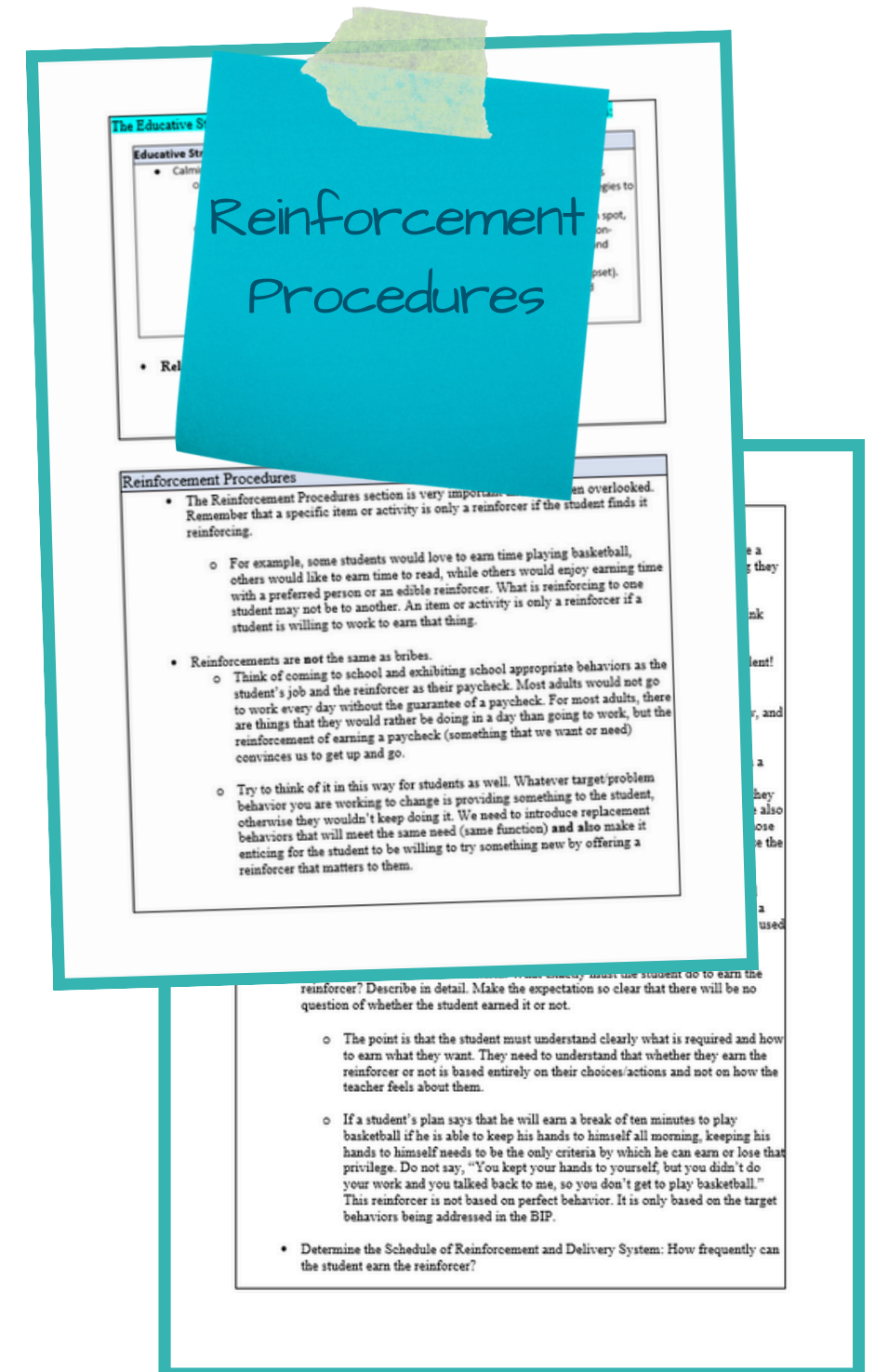
Helps choose reinforcement that actually matches why the behavior happens and what skill the student is learning.



Shows how to clearly describe when and how reinforcement should be used so everyone follows the plan the same way.



Examples demonstrate how to slowly reduce reinforcement as the student becomes more independent.



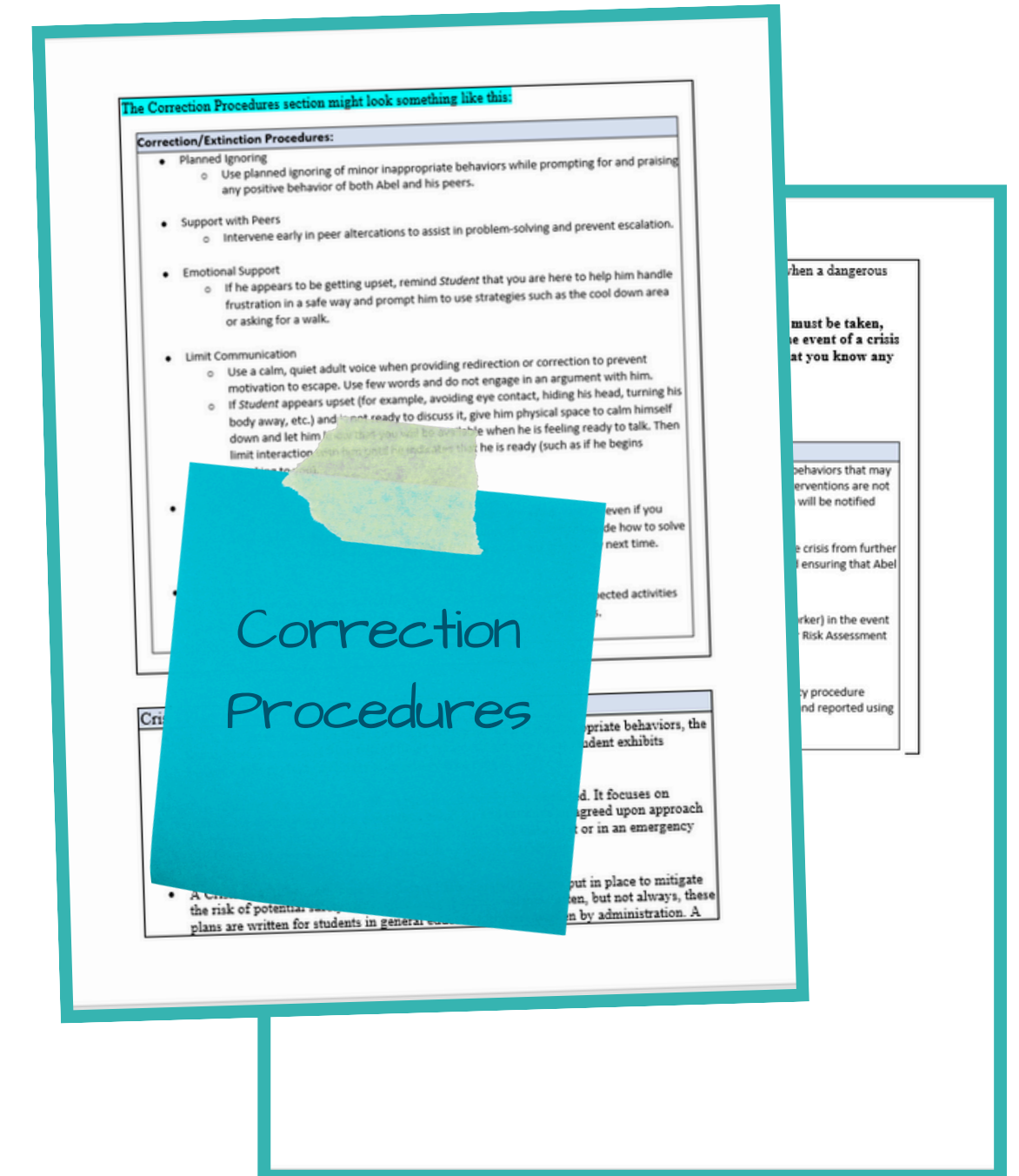
Correction Procedures

Responding to Behavior Without Escalation or Power Struggles

✓ Shows how to define clear, consistent responses to problem behavior so staff are not reacting in the moment.

✓ Guides teachers in choosing correction strategies that reduce reinforcement of the problem behavior while maintaining student dignity.

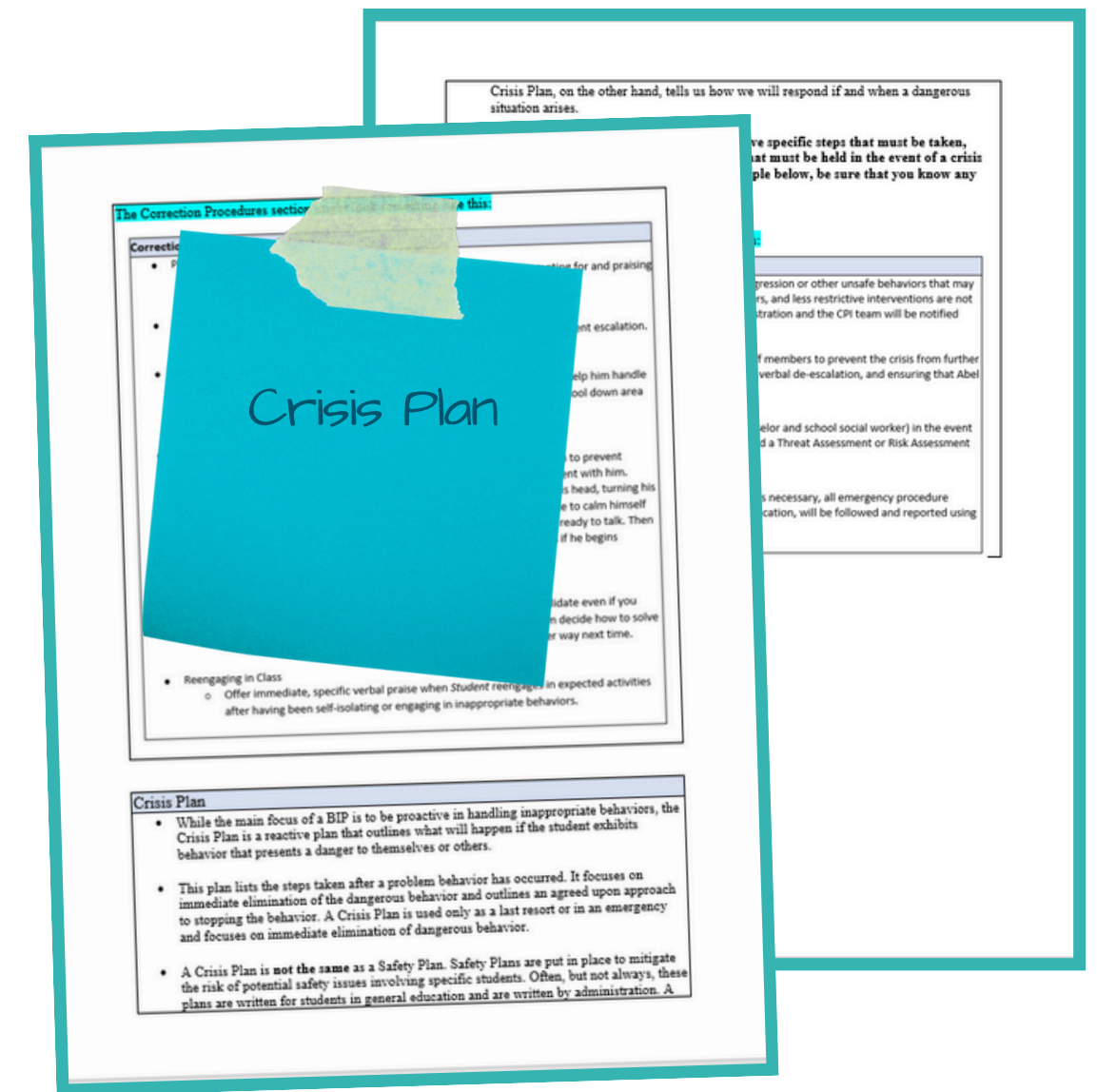
✓ Examples demonstrate how to respond calmly and predictably without interrupting instruction or escalating power struggles.



Crisis Plan

Clear Procedures for High-Risk Situations

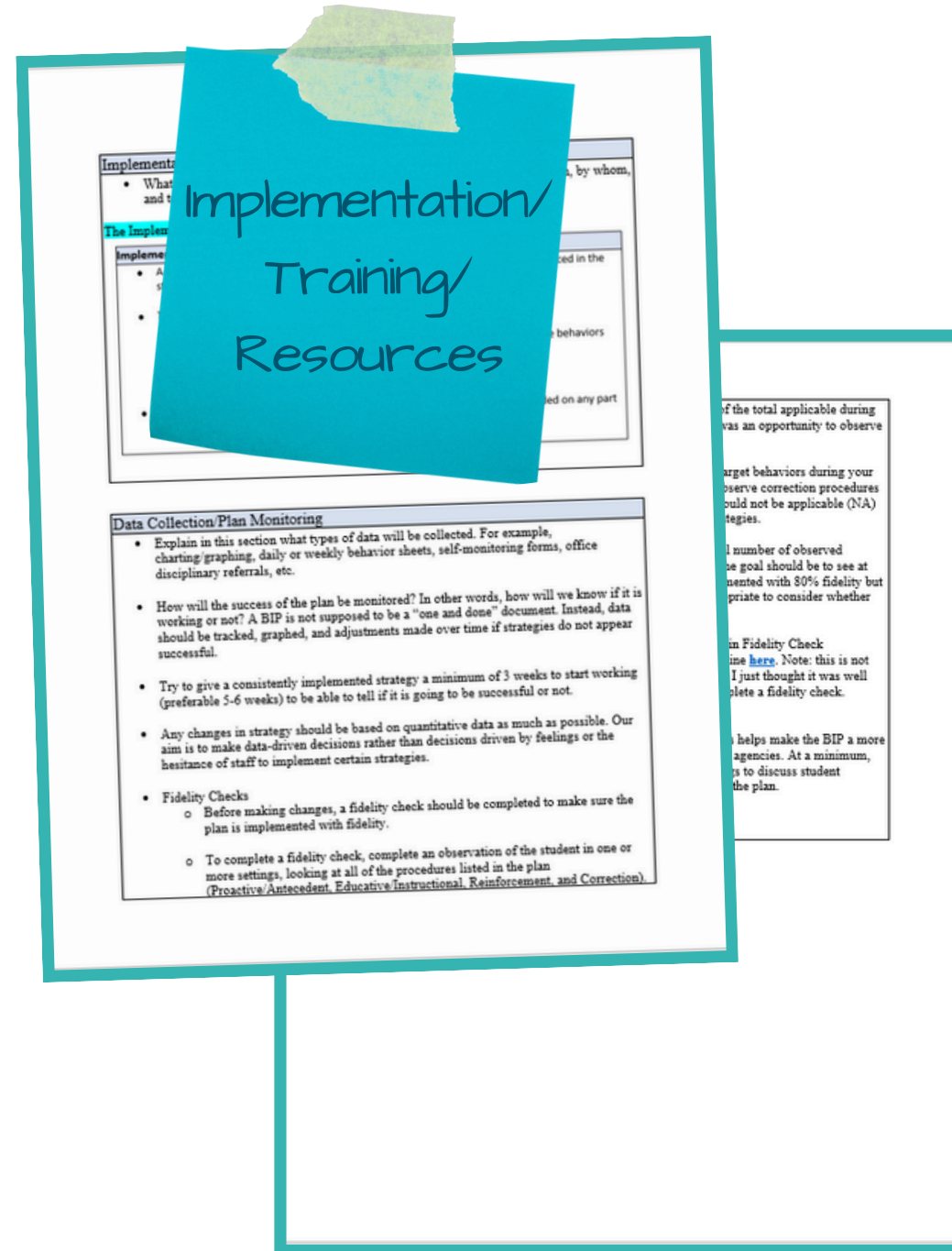
- ✓ Provides a structured way to define staff roles, safety steps, and de-escalation procedures during high-risk behavior.
- ✓ Helps ensure crisis responses are consistent, documented, and aligned with school policies and team expectations.
- ✓ Examples show how to write clear, actionable plans that reduce confusion and improve staff coordination during emergencies.



Implementation/Training Resources

Supporting Consistent Implementation Across Staff

- ✓ Provides clear documentation for how the plan should be implemented across settings and staff.
- ✓ Includes staff training and sign-off tools to support accountability and shared understanding.



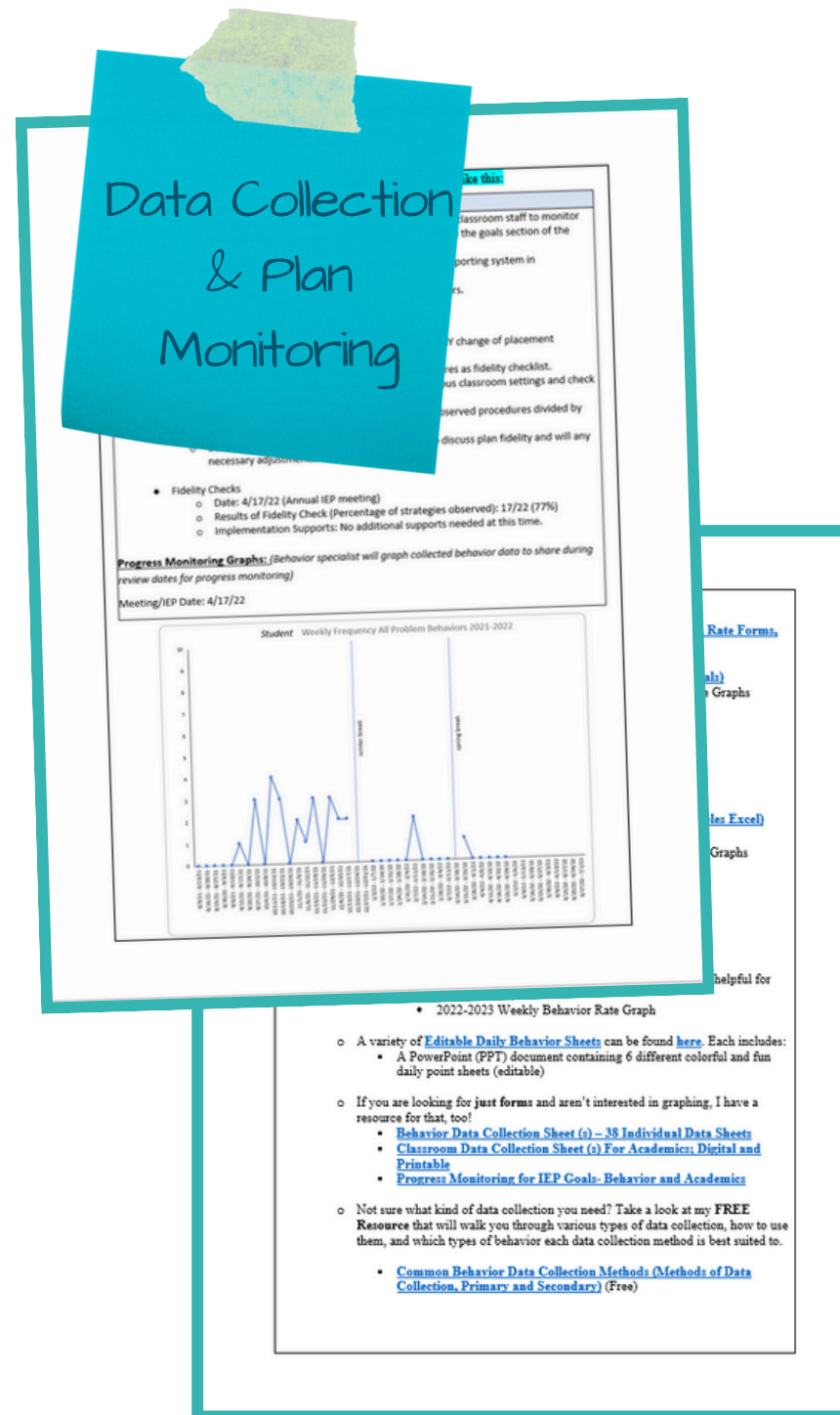
- ✓ Helps prevent drift, inconsistency, and “everyone doing it differently” over time.
- ✓ Supports onboarding new staff so the plan stays consistent even when teams change.

Data Collection & Plan Monitoring

Using Data to Guide Decisions - Not Just Documentation

✓ Clarifies what data should be collected to directly measure whether the intervention is working.

✓ Models how to align data with target behaviors, replacement skills, and reinforcement strategies — not disconnected tracking.



✓ Provides guidance for reviewing trends over time so teams know when to adjust supports, fade interventions, or intensify instruction.

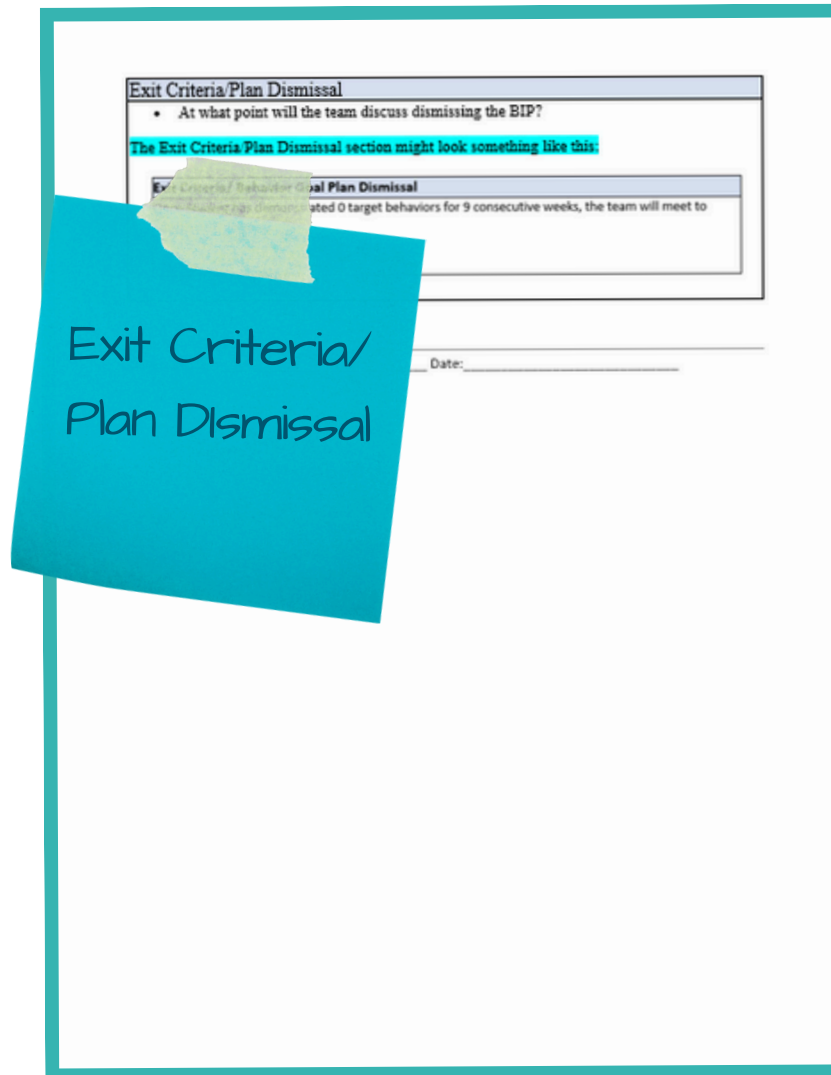
✓ Supports data-based decision-making instead of relying on impressions, anecdotes, or one-time observations.

Exit Criteria/Plan Dismissal

Knowing When and How to Fade Supports

✓ Guides teams in defining clear, measurable criteria for when a behavior plan can be faded or dismissed.

✓ Helps prevents plans from continuing indefinitely without evidence of need or benefit.



The image shows a sample form titled "Exit Criteria/Plan Dismissal". The form includes a section with the heading "At what point will the team discuss dismissing the BIP?" and a sub-section titled "The Exit Criteria Plan Dismissal section might look something like this:". Below this, there is a text box containing the text "Exit Criteria/Plan Dismissal" and a date field labeled "Date:". A blue sticky note is attached to the form, also displaying the text "Exit Criteria/Plan Dismissal".

✓ Connects exit decisions directly to progress monitoring data and goal mastery — not subjective judgment.

✓ Supports responsible fading of supports so students maintain skills with increasing independence.

Designed for Real-World BIP Implementation

- ★ Supports clearer team communication and consistent implementation.
- ★ Reduces confusion when turning FBA information into practical intervention strategies.
- ★ Saves time by providing structured prompts, examples, and ready-to-use plan language.

Want the full system (FBA + BIP + progress monitoring)?

This BIP Template is part of a larger behavior support system designed to guide the full cycle of assessment, intervention, and progress monitoring.

The Mega Behavior Bundle includes:

- ABC data charts & graphing
- interview forms
- observation tools
- editable FBA templates
- progress monitoring charts & graphing

