

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP) Student Profile Worksheet

<u>Setting Events</u>	<u>Antecedents/Triggers</u>	<u>Problem Behavior</u>	<u>Function</u>
What events, places, or activities tend to be associated with the problem behavior? (Slow Trigger)	What appears to set off or precede the problem behavior? (0-3 seconds before behavior occurs)	What are the problem behaviors?	What "payoff" does the student obtain from the problem behavior?
☐ Lack of sleep ☐ Illness ☐ Physical pain ☐ Hunger ☐ Trouble at home ☐ Multiple transitions ☐ Fight/Conflict with peers ☐ Noise/Distractions ☐ Emotional state (please specify: anxiety, depression, sadness, boredom, loneliness) ☐ Family issues ☐ Gender identification ☐ Living situation ☐ Medication issues ☐ DSM Diagnosis (Mental health diagnosis) ☐ Substance abuse ☐ Other: _____	WHEN is the problem behavior most likely to occur? ☐ Morning – approximate time(s) _____ ☐ Afternoon – approximate time(s) _____ ☐ Before/After school ☐ Lunch/Recess ☐ Time of day does not seem to affect this behavior WHERE is the problem behavior most likely to occur? ☐ Gen Ed classroom ☐ ESE classroom ☐ Hallways ☐ Cafeteria ☐ Other: _____ During what SUBJECT/ACTIVITY is the problem behavior most likely to occur? Subject(s) _____ ☐ Unstructured activities ☐ Individual/Independent activities ☐ Group activities ☐ With a partner ☐ Seatwork ☐ Lesson presentation ☐ Task explanation ☐ Pencil/paper ☐ Require physical activity ☐ Transition ☐ Other: _____ The PEOPLE that are present when the problem behavior is most likely to occur include: ☐ Teacher /Staff ☐ Classmates/other peers Are there OTHER EVENTS or CONDITIONS that immediately precede the problem behavior? ☐ A demand, request or directive ☐ Redirection ☐ Unexpected changes in schedule or routine/Interruption ☐ Consequences imposed for behavior ☐ Teacher/Adult denies request ☐ Provocation from other students ☐ Peer encouragement of negative behaviors ☐ Unwanted attention ☐ Other: _____	☐ Talks out of turn/calls out ☐ Noncompliant ☐ Does not complete work ☐ Disorganized ☐ Unable to work independently ☐ Unmotivated ☐ Impulsive ☐ Withdrawn ☐ Anxious ☐ Depressed ☐ Unfocused ☐ Poor coping skills ☐ Off-task (daydreaming, inattentive) ☐ Off-task (disruptive) ☐ Verbally aggressive to adults ☐ Verbally aggressive to peers ☐ Disrespecting adults ☐ Abusive/Inappropriate language ☐ Provokes other students ☐ Defiant to adults ☐ Out of seat/area ☐ Tardy ☐ Truant ☐ Physically aggressive to adults ☐ Physically aggressive to peers ☐ Self-injurious behaviors ☐ Self-stimulating behaviors ☐ Harassment/Teasing ☐ Threat/Intimidation/Bullying ☐ Property damage ☐ Lying/Cheating/Forgery ☐ Theft ☐ Sexual harassment ☐ Sexual offense ☐ Use/Possession of tobacco ☐ Use/Possession of alcohol ☐ Use/Possession of drugs ☐ Use/Possession of weapons ☐ Use/Possession of combustible substance ☐ Bomb threat/False alarm ☐ Arson ☐ Other: _____	The student GAINS: ☐ Teacher/adult attention ☐ Peer attention ☐ Tangible ☐ Access to task ☐ Access to other ☐ Sensory feedback ☐ Tactile (rubbing, scratching) ☐ Auditory (humming, singing) ☐ Movement (tapping, fidgeting) ☐ Other: _____ The student AVOIDS or ESCAPES ☐ Teacher demands ☐ Teacher reprimands ☐ Teacher correction ☐ Peer/social contact ☐ Non-preferred activities, task or setting ☐ A difficult task ☐ Frustrating situation ☐ Adults (attention) ☐ Peers (attention) ☐ Anxiety (thoughts/feelings) ☐ Depression (thoughts/feelings) ☐ Embarrassment (thoughts/feelings) ☐ Humiliation (thoughts/feelings) ☐ Loneliness (thoughts/feelings) ☐ Anger (thoughts/feelings) ☐ Sadness (thoughts/feelings) ☐ Confusion (thoughts/feelings) ☐ Boredom (thoughts/feelings) ☐ Temperature (sensations ... too hot or cold) ☐ Noise (sensations ... too quiet or loud) ☐ Crowded spaces (sensations ... too empty or full) ☐ Lighting (sensations ... too dim or bright) ☐ Movement (sensations ... too still or busy) ☐ Other: _____

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Problem Behavior and Replacement Statements

Problem Behavior Statement: Considering all the FBA data collected, and the Student Profile Worksheet analysis, identify **ONE BEHAVIOR or SOCIAL/EMOTIONAL CONCERN** to be targeted for intervention.

Problem Behavior: What is the student doing?

Problem behavior is clearly defined such that it is measurable, can be identified by two or more observers, and can be identified across time and in different settings or contexts.

Replacement Behavior: What we want the student to do...

Replacement behavior is clearly defined such that it is measurable, can be identified by two or more observers, and can be identified across time and in different settings or contexts.

The Function of the Problem Behavior has been determined to be: Check one

- ☐ To Get
- ☐ To Avoid/Escape

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Proactive Interventions

Directions: Check one or two appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behavior.

***Q** What environmental adjustments and/or teacher behaviors will be attempted to make the problem behavior less likely to occur?*

- ☐ **P-1** Preferential seating
- ☐ **P-2** Encourage positive peer connections
- ☐ **P-3** Contract for grades
- ☐ **P-4** Daily/Weekly progress report
- ☐ **P-5** Establish teacher/parent communication system
- ☐ **P-6** Frequent monitoring and redirection by teacher
- ☐ **P-7** Establish a personal connection with student
- ☐ **P-8** Choice making
- ☐ **P-9** Curricular adjustments
- ☐ **P-10** Encourage participation in extracurricular activities
- ☐ **P-11** Provide guidance prior to independent work
- ☐ **P-12** Follow-up to ensure student understanding of task/request
- ☐ **P-13** Schedule adjustment (e.g. classes, transition times)
- ☐ **P-14** Give student an opportunity to mentor/tutor a peer
- ☐ **P-15** Increase frequency of task related recognition
- ☐ **P-16** Allow student to use quiet time/space
- ☐ **P-17** Identify appropriate settings for behavior(s)
- ☐ **P-18** Visual schedule
- ☐ **P-19** Environmental changes (lighting, furniture, sound sources)
- ☐ **P-20** Provide access to student support personnel (e.g. SSW, TRUST)
- ☐ **P-21** Other:

Consider adjustments to when and where the problem behavior is likely to occur; in addition, consider adjustments to subject/activity or the people present when the problem behavior is most likely to occur.

Describe interventions in detail:

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Educative Interventions

Directions: Check **one or two** appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behavior and/or social/emotional concern.

***Q** What new behaviors/strategies will be taught to replace the problematic behavior and/or social/emotional concern?*

- ☐ **E-1** Teach rules/expectations prior to activity
- ☐ **E-2** Have student repeat rules/expectations prior to transitions
- ☐ **E-3** Develop monitoring checklist for teacher/student use
- ☐ **E-4** Teach and model appropriate communication skills
- ☐ **E-5** Provide opportunities to practice communication and social skills
- ☐ **E-6** Teach coping skills (asking for time out, relaxation when frustrated)
- ☐ **E-7** Teach positive self-talk
- ☐ **E-8** Remediation in specific academic areas
- ☐ **E-9** Perform Task Analysis: break down and concretize steps for success
- ☐ **E-10** Use student's personal interests to increase motivation
(e.g., If a student likes fishing, reading tasks can be related)
- ☐ **E-11** Teach alternative behaviors for sensory feedback
- ☐ **E-12** Teach anger management/problem-solving skills
- ☐ **E-13** Teach behavioral self-control
- ☐ **E-14** Social stories/comic book conversations
- ☐ **E-15** Teach breathing techniques
- ☐ **E-16** Other:

What skills will the student need to be taught in order to successfully demonstrate the replacement behavior? When? Who will teach? How will skills be taught/monitored across settings?

Describe interventions in detail:

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Functional Interventions

Directions: Check **one or two** appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behavior

***Q** How will consequences be managed to ensure the student receives reinforcement for the replacement behavior?*

- ☐ **F-1** Use preferred activities as reinforcer
- ☐ **F-2** Personally greet the student upon arrival to class
- ☐ **F-3** Spend individual time with the student
- ☐ **F-4** Increase frequency of positive reinforcement
- ☐ **F-5** Use tangible and/or non-tangible rewards
- ☐ **F-6** Develop a written behavior contract
- ☐ **F-7** Assign classroom responsibility that allows student recognition
- ☐ **F-8** Chart daily successes and review often with student
- ☐ **F-9** Recognize small steps approximating the desired behavior
- ☐ **F-10** Ignore undesirable behaviors
- ☐ **F-11** Reward competing behaviors
- ☐ **F-12** Student self-monitoring of progress
- ☐ **F-13** Acknowledge use of replacement behaviors
- ☐ **F-14** Establish logical sequences and inform students in advance
- ☐ **F-15** Give encouragement for effort to display appropriate behavior
- ☐ **F-16** Use of positive referrals
- ☐ **F-17** Use classroom reinforcers for individual student accomplishments
- ☐ **F-18** Call home to share news of student effort/success
- ☐ **F-19** Use school-wide vehicles for recognition
- ☐ **F-20** Other:

What will be done to *increase* the occurrence of the replacement behavior?

Describe interventions in detail:

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Crisis Management Plan (CMP)

Directions: Please check ONE option and describe in detail.

- ☐ Please provide a detailed description of your crisis management procedures when the need for de-escalating student behavior is required.

- ☐ Please provide a detailed description of your crisis management procedures when the need for de-escalating student behavior is required for behaviors that may lead to **the use of Physical Restraint Procedures. Physical Restraint Procedures may be used if student presents a danger to self and/or others. This option should only be considered for students receiving special education services.**

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Training, Implementation and Monitoring

Training:

Are trainings/resources needed to implement the SE-BIP? ☐ Yes ☐ No

If yes, who will be responsible for providing the training(s)/resource(s) to implement the SE-BIP? _____

Monitoring:

What method of data collection will be used to track progress?

- | | | |
|--|--|---|
| ☐ Frequency | ☐ Duration | ☐ Latency |
| ☐ Student Interview | ☐ Behavior Rating Scale | ☐ Problem Behavior Questionnaire |

☐ Other: _____

Person(s) responsible for monitoring implementation of the SE-BIP? _____

Person(s) responsible for collecting data? _____

SE-BIP Initiation Date: _____

Signature and Title of Persons Attending Meeting

_____	_____
_____	_____
_____	_____
_____	_____

Progress Monitoring Graph

Student Name:_____ **ID#:**_____ **DOB:**_____

School: _____ **Grade:** _____ **Date:** _____

Behavior being measured:

[illegible]

Student Name: _____ ID#: _____ DOB: _____

School: _____ Grade: _____ Date: _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Progress Monitoring Plan (Evidence of data to support actions taken must be filed in FBA folder)

First Quarter	Second Quarter
Review Date: _____ Reviewers Name _____ Analysis of data shows: ☐ Desired decrease in problem behavior ☐ Desired increase in replacement behavior ☐ Undesired increase in problem behavior ☐ Undesired decrease in replacement behavior Action to be taken: ☐ Continue ☐ Modify ☐ Discontinue Reason for Action: _____ _____ _____	Review Date: _____ Reviewers Name _____ Analysis of data shows: ☐ Desired decrease in problem behavior ☐ Desired increase in replacement behavior ☐ Undesired increase in problem behavior ☐ Undesired decrease in replacement behavior Action to be taken: ☐ Continue ☐ Modify ☐ Discontinue Reason for Action: _____ _____ _____
Third Quarter	Fourth Quarter
Review Date: _____ Reviewers Name _____ Analysis of data shows: ☐ Desired decrease in problem behavior ☐ Desired increase in replacement behavior ☐ Undesired increase in problem behavior ☐ Undesired decrease in replacement behavior Action to be taken: ☐ Continue ☐ Modify ☐ Discontinue Reason for Action: _____ _____ _____	Review Date: _____ Reviewers Name _____ Analysis of data shows: ☐ Desired decrease in problem behavior ☐ Desired increase in replacement behavior ☐ Undesired increase in problem behavior ☐ Undesired decrease in replacement behavior Action to be taken: ☐ Continue ☐ Modify ☐ Discontinue Reason for Action: _____ _____ _____

Student Name: _____ **ID#:** _____ **DOB:** _____

School: _____ **Grade:** _____ **Date:** _____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Conference Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.