**Does the behavior of this student impede his or her progress or that of others?**  If no, respond to the following prompt and move to “[Transition](https://docs.google.com/document/d/1v9Fimhw014M-tNhgziD3Jf4CG7-o4Oo2rP60sMiadyc/edit?usp=drive_link)” if applicable.

* Yes
* No

If **No,** Document the reasons the behaviors of concern are not impeding the student’s learning or that of others:

|  |
| --- |

Or, if **No**, The behavior intervention plan was discontinued based upon the following data and team discussion:

|  |
| --- |

If **Yes**, complete the following prompts:

Describe the student’s behavior(s) of concern that impedes his or her learning or that of others. What is the impact of the behavior?

|  |
| --- |

**CCC Determination**

☐ A Functional Behavior Assessment (FBA) is not recommended at this time.

**Supports will be implemented as indicated below (if FBA is not recommended).**

☐ Environmental Supports

Describe supports:

|  | | | |
| --- | --- | --- | --- |
| Type | Location | Frequency | By Whom |
|  |  |  |  |

☐ Accommodations

Describe Accommodations:

|  |
| --- |

☐ Specially Designed Instruction (Selection of this option indicates the CCC’s decision to include annual goal to address this student’s behavioral needs).

☐ A Functional Behavior Assessment (FBA) is recommended. The FBA will include new data.

**Collection of new data requires parental consent. Generate a request for consent to**

**reevaluate this student after the IEP is completed.**

☐ A Functional Behavior Assessment (FBA) is recommended. The FBA will be solely based on the review of existing data.

**A review of student data may include, but is not limited to the following: education and behavior records, attendance records, progress reports, medical history, current academic assessments, etc.**

**Continue here if and FBA is recommended**

If an FBA is recommended:

Why did the CCC decide to complete an FBA? Provide the CCC’s rationale for the decision to recommend a functional behavior assessment.

|  |
| --- |

List or describe the new student data to be collected to reevaluate this student.

|  |
| --- |

Or, Describe the existing data to be reviewed to reevaluate this student.

|  |
| --- |

**Indicate the supports needed while the FBA is developed below (supports to be implemented).**

☐ Environmental Supports

| Describe supports: | | | |
| --- | --- | --- | --- |
| Type | Location | Frequency | By Whom |
|  |  |  |  |

☐ Accommodations

Describe Accommodations:

|  |
| --- |

☐ Specially Designed Instruction (Selection of this option indicates the CCC’s decision to include annual goal to address this student’s behavioral needs).

The school and the parent/guardian agree to reconvene the case conference following completion of the FBA.

When will the CCC reconvene to discuss the FBA findings? Apr 10, 2025

**Behavior Intervention Plan Development**

**Review and Discussion of the Functional Behavior Assessment Data**

Behavior of Concern

Based upon the information in the Functional Behavior Assessment, which data was obtained that either confirmed or identified a change in the Behavior of Concern?

|  |
| --- |

Conditions that Contribute to the Behavior of Concern

What factors may have led to this behavior? What actions or events make the behavior of concern more likely to occur? What happens right before the behavior occurs?

|  |
| --- |

Conditions that Maintain the Behavior of Concern

After the behavior of concern occurs, what reaction(s) occurs within the environment that reinforces the behavior?

|  |
| --- |

Related Deficits

What skill(s) is the student missing or needing Specially Designed Instruction and practice that may be contributing to the occurrence of the behavior?

|  |
| --- |

**Develop Behavior Intervention Plan**

Hypothesis of the Function of the Behavior

What is the student trying to communicate or accomplish through this behavior?

|  |
| --- |

**Proactive Strategies**

Antecedent Strategies:

|  |
| --- |

Replacement Behaviors:

|  |
| --- |

Evidence-based Instructional Strategies:

|  |
| --- |

Maximizing Reinforcement of Interfereing Behaviors:

|  |
| --- |

Minimizing Reinforcement of Interfering Behaviors:

|  |
| --- |

Behavioral Goal(s)/Skills to be Taught and Learned:

|  |
| --- |

Available Local and State Resources for Families

Document any information on local and regional resources that families may unilaterally choose to pursue beyond the student’s IEP/SP services:

|  |
| --- |

**This behavior intervention plan was reviewed by the CCC.**

☐ The CCC determined to implement the BIP as written

☐ The CCC determined to implement the BIP with revisions

☐ A review of the existing Functional Behavior Assessment (FBA) is needed.

**Behavior Intervention Plan Development**

**Review and Discussion of the Functional Behavior Assessment Data**

Behavior of Concern

Based upon the information in the Functional Behavior Assessment, which data was obtained that either confirmed or identified a change in the Behavior of Concern?

|  |
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Conditions that Contribute to the Behavior of Concern

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**Proactive Strategies**

Antecedent Strategies:

|  |
| --- |

Replacement Behaviors:

|  |
| --- |

Evidence-based Instructional Strategies:

|  |
| --- |

Maximizing Reinforcement of Interfereing Behaviors:

|  |
| --- |

Minimizing Reinforcement of Interfering Behaviors:

|  |
| --- |

Behavioral Goal(s)/Skills to be Taught and Learned:

|  |
| --- |

Available Local and State Resources for Families

Document any information on local and regional resources that families may unilaterally choose to pursue beyond the student’s IEP/SP services:

|  |
| --- |

**This behavior intervention plan was reviewed by the CCC.**

☐ The CCC determined to implement the BIP as written

☐ The CCC determined to implement the BIP with revisions

**CCC Analysis of the Functional Behavior Assessment Data:**

**Interfering Behaviors**

Consider:

* What does the behavior look like?
* How often does it occur?
* How long does it last?
* In what ways does the behavior impede the student’s learning or learning of others?

*(Define behaviors; Address Frequency/Level of Intensity/Duration.)*

|  |
| --- |

**Precipitating Factors**

Consider:

* Medical Concerns;
* Sensory Issues;
* Communication Needs;
* Recent Stressful Events.

|  |
| --- |

**Setting Events**

Consider:

* Under what conditions does the behavior occur?
* When and where would the behavior be most and least likely to take place?

*(Presence or Absence of Specific People; Time of Day or Week, Structured vs. Unstructured Settings; Subject Area; Change in Routine.)*

|  |
| --- |

**Antecedents**

Consider:

* What action/event makes that behavior likely to occur?
* Describe what happens right before the behavior occurs.
* What do staff, student, and peers do before the behavior occurs?

*(Teacher direction, questions, or corrections; Peer Attention; Transitions to New Activities.)*

|  |
| --- |

**Maintaining Consequences**

Consider:

* Why does the student continue to do the behavior?
* What’s the payoff for the student?
* What changes in the environment after the behavior that makes the student likely to do it again?

*(Access to or Escape from Student or Teacher Attention; Access to or Escape from Tasks/Demands.)*

|  |
| --- |

**Related Deficits**

Consider:

* What skill(s) is the student missing or needing to practice that may contribute to the occurrence of the behavior?

*(Academic, Social, or Communication Deficits)*

|  |
| --- |

**Functional Behavior Assessment Summary & Hypothesis**

Briefly summarize the following information from above:

Consider:

* Under what conditions does the behavior occur?
* What is the behavior we are most worried about?
* What is the student trying to communicate or accomplish through this behavior?

|  |
| --- |

**Behavior Intervention Plan**

**Hypothesis of the Function of the Behavior**

The Behavior Intervention Plan is based on the following hypothesis of the function of the behavior. If multiple hypotheses exist for the student’s behavior, what behavior is considered a priority?

Consider:

* Under what conditions does the behavior occur?
* What is the behavior we are most worried about?
* What is the student trying to communicate or accomplish through this behavior?

*(Under X conditions the student is likely to do Y for Z reasons.)*

|  |
| --- |

**Proactive Strategies**

Replacement behaviors and skills to be taught and learned:

Consider:

* How can the student get the same need met in a more appropriate manner?
* Identify skills to be taught by staff and learned by student.
* What do typical students do to meet the same needs?

*(Raise Hand, Ask Questions for Understanding, Use Conflict Resolution Strategies.)*

|  |
| --- |

**Instructional Strategies**

Consider:

* Is this a skill or performance deficit?
* How do we plan to teach this skill/behavior?
* How will we model the skill/behavior?
* How will we practice the skill/behavior?
* How will we engage the student?

|  |
| --- |

**Antecedent Strategies**

Consider:

* What things can we do in the environment to support learning?
* What things in the environment would make it more likely for the positive/replacement behavior to occur?

|  |
| --- |

**Positive Consequence Strategies**

Consider:

* When the student is using the newly learned skill, how can we make sure he or she receives the desired function?

*(If the function is attention, make sure the student gets attention for appropriate behaviors.)*

|  |
| --- |

**Negative Consequence Strategies**

Consider:

* When the student is not using the newly learned skill, how can we make sure he or she does not receive the desired function of the behavior?

*(If the function of the behavior is attention, make sure the student does not get attention for inappropriate behaviors.)*

|  |
| --- |

**Behavioral Skills to be Taught and Learned**

Consider:

* Under what conditions will the replacement behavior occur?
* What replacement behavior is being taught?
* How frequently must we observe, collect, and review data to inform our decision?

*(Consider both legal as well as best practice timelines for data collection.)*

* Goals should focus on identified Replacement Behaviors

*(Under X conditions the student will do Y at Z to this level of performance.)*

☐ A goal has been/will be written to support the identified replacement behaviors.

|  |
| --- |

**Available Local and State Resources for Families**

Document and information on local and regional resources that families may unilaterally choose to pursue beyond the student’s IEP/ISP services.

|  |
| --- |