

Components of a Behavior Intervention Plan

This document is intended to outline essential components in a behavior intervention plan. It was adapted from Module 4: Critical Features of BSP from [Basic FBA](http://www.basicfba.com) (www.basicfba.com).

Replace problem behavior by teaching a socially acceptable, efficient behavior that allows the student to obtain the same function

- An appropriate replacement behavior:
 - Serves the same function as the problem behavior
 - Is easier to do and more efficient than the problem behavior
 - Is socially acceptable

Prevent problem behaviors by directly addressing antecedents / triggers and prompting replacement behaviors based on the function of behavior

- Prevention Interventions should:
 - Directly address the identified antecedent / trigger
 - Directly address the function of the problem behavior
 - Remind the student to use the replacement behavior (prompts)

Reinforce replacement & desired behaviors based on the function for the student

- Immediately reinforce the use of replacement behaviors
- Reinforce desired behaviors by:
 - Using reasonable goals and expectations
 - Using a reasonable timeframe for achieving goals
 - Ensure that the reinforcement is valued (matches function)

Redirect problem behavior by quickly and effectively redirecting the student to the replacement behavior

- At the earliest sign of problem behavior, redirect or prompt student to the replacement behavior

Minimize reinforcement of the problem behavior by ensuring that it no longer works for the student

- When problem behaviors occur, identify a response that does not result in reinforcing the behaviors

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.