

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.

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