Behavioral Intervention Plan (BIP)
All-in-One Progress Monitoring Data Collection Toolkit

Overview
This packet includes a daily chart for staff to keep track of the targeted problem behavior (frequency, intensity and duration) and the replacement behavior (frequency). It includes a chart for weekly daily summaries and blank graphs to look at trends. Graphing procedures provide step-by-step instructions for plotting FBA baseline and progress monitoring data. The baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness. This packet provides the data collection tools to inform the BIP Attachment: Progress Monitoring Review Meeting. Fax the BIP Attachment and all data to SESIS.

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### Progress Monitoring Daily Data Chart

**Problem Behavior(s): Frequency, Intensity and Duration and Alternative/Replacement Behavior: Frequency**

Date: __________  Day # [__] of Week # [__] of Progress Monitoring  Week consists of __/__/__ to __/__/__

Student’s Name: ______________________  Staff: ______________________  Subject/Class: __________

**Directions:** Please use the chart below to record the occurrences of the problem behavior and the alternative/ replacement behavior during Progress Monitoring of the Behavior Intervention Plan.

**PLEASE RECORD THE FOLLOWING:**

<table>
<thead>
<tr>
<th>Activity / Period / Subject</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Time (minutes unless stated otherwise)</th>
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**Intensity Levels for Problem Behavior (from the FBA):**

1. 1 = Impacts only the student
2. 2 = Impacts neighboring peers
3. 3 = Impacts entire class
4. 4 = Impacts neighboring classes
5. 5 = Impacts whole school/violent behavior

**Example of Intensity Levels for Problem Behavior**

**Frequency** is a count (tally mark “/”) of each occurrence of the behavior. **Duration** is the amount of time the behavior lasted, from start to end time, in minutes unless otherwise noted. **Intensity** Levels describe the severity of the behavior. Use the same scale for the problem behavior as was defined in the Functional Behavioral Assessment:

**ALTERNATIVE/REPLACEMENT BEHAVIOR:**

**Frequency of Problem Behavior = # of Entries**

**Frequency =**

**Frequency of Alternative/Replacement Behavior = # of tally marks**

**Frequency =**

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### BIP Progress Monitoring Weekly Data Summary

**Problem Behavior(s):** Frequency, Intensity and Duration  
**Alternative/Replacement Behavior:** Frequency

This is Week [ ] of Progress Monitoring  
Weekly Data from: ____/___/___ to ____/___/___

Student’s Name: ___________________  DOB: _______  Grade: ___  Staff: __________________

**ONE Targeted Problem Behavior** ___________________ or **ONE Response Class***: _______________

consisting of the following behaviors: ___________________.  

*Response class is a category of behaviors that is followed by a list of the specific behaviors which occur under similar circumstances or antecedents with the same outcome or function (e.g., aggressive behavior consisting of hitting, kicking and punching).

Directions: Use this chart to summarize 5 days of data for weekly Progress Monitoring. Record the frequency, duration and intensity of the Targeted Problem Behavior. Record the frequency of the Replacement Behavior. Record all this data on the Behavior Intervention Plan Attachment: Progress Monitoring Review Meeting.

<table>
<thead>
<tr>
<th>Progress Monitoring</th>
<th>Problem Behavior(s)</th>
<th>Replacement Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Days</strong></td>
<td><strong>Frequency</strong></td>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td></td>
<td><strong>[Frequency = COUNT of NUMBER of TIMES the problem behavior occurred]</strong> (Example: 2 times on Day 1)</td>
<td><strong>[Duration = LENGTH of TIME each behavior lasted]</strong> (Example: 10 minutes and 8 minutes on Day 1)</td>
</tr>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
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<tr>
<td>Day 3</td>
<td></td>
<td></td>
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<tr>
<td>Day 4</td>
<td></td>
<td></td>
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<tr>
<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>____ = number of times this week</td>
<td>____ minutes</td>
</tr>
<tr>
<td>Computation</td>
<td>÷ 5 (number of school days this week)</td>
<td>+ total number of occurrences</td>
</tr>
<tr>
<td>Averages</td>
<td>____ = average number of times per day</td>
<td>____ minutes</td>
</tr>
<tr>
<td>Range: Low to High</td>
<td>Range: ____ to ____</td>
<td>Range: ____ to ____ min.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensity Levels for Problem Behavior (from the FBA):</th>
<th>Example of Intensity Levels for Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 = Impacts only the student</td>
</tr>
<tr>
<td>2.</td>
<td>2 = Impacts neighboring peers</td>
</tr>
<tr>
<td>3.</td>
<td>3 = Impacts entire class</td>
</tr>
<tr>
<td>4.</td>
<td>4 = Impacts neighboring classes</td>
</tr>
<tr>
<td>5.</td>
<td>5. Impacts whole school/violent behavior</td>
</tr>
</tbody>
</table>
Problem Behavior: Three Graphs—Frequency, Intensity and Duration

BASELINE DATA Dates: ___/__/ to ___/__/ and PROGRESS MONITORING WEEK #s [___] Dates ___/__/ to ___/__/___

Student’s Name: ___________________________  NYCID # ____________  Date of Birth: _____________________

Problem Behavior: ____________________________________________________________

Graph the data from Baseline (10 days) and Progress Monitoring Intervals, as specified in the Behavior Intervention Plan. List the dates on the horizontal axis at the bottom of the page and the range of numbers for each measure on the vertical axis to fit the data (0, 1, 2…10; or 0,2,4…20; or 0, 5, 10…100).
Replacement Behavior Graph

Student: ___________________________ Replacement Behavior: ____________ Dates: ____ to ____

(Circle One)

Frequency

Intensity

Duration

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

DAYS
Graphing Procedures for FBA Baseline and BIP Progress Monitoring

Functional Behavioral Assessments and Behavior Intervention Plans require data-based decision making. The collected data needs to be analyzed in an accurate and easily understandable format. This is achieved by visually representing the data in charts and graphs. This document will provide information as to how to develop charts and graphs manually. The goal is to record and compare baseline and progress monitoring data to see if the plan is working to reduce problem behavior.

Prepare the graph:

1. Label the horizontal axis with the time component (e.g., Days or Dates) in sequence

2. Label the vertical axis with the method of measurement (e.g., Frequency, Duration, Intensity or Latency). Number the vertical axis in equal increments so that it starts at “0” and includes the highest value from your data (e.g., 0, 1, 2, 3… or 0, 2, 4, 6… or 0, 5, 10, 15… etc.).

3. Title the graph with the Behavior which was measured (e.g., Hitting, Out-of-Seat, Off-Task Behavior, etc.)
Enter information on the graph:

Baseline data consists of 10 days (or until a pattern emerges) of data. It is easiest to start with a 2-column chart/table of data. The first column of the chart should have the time period. The next column should contain the measurement. Transfer the information from the chart onto the graph.

<table>
<thead>
<tr>
<th>Day</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
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<tr>
<td>4</td>
<td>6</td>
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<td>5</td>
<td>4</td>
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<td>6</td>
<td>7</td>
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<td>7</td>
<td>2</td>
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<td>8</td>
<td>6</td>
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<tr>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Baseline Period

1. Start with the first column, the time period (e.g., Day) and go the specific number to the right on the horizontal axis. (e.g., Day 3, go 3 to the right).
2. Then look at the next column (e.g., Frequency) for that day and go up that number on the vertical axis (e.g., Day 3 Frequency is 5 so go up 5).
3. Place a point at the intersection of the two numbers (right 3, up 5).
4. Connect each point to the previous point with a line.
5. The baseline period consists of ten days (or until a pattern emerges). Put “Baseline” above this section of the graph.
6. Develop separate graphs of other baseline date measure of intensity (1-5), duration, and latency (if applicable) by repeating these steps for each graph.
**Progress Monitoring**

After the baseline period of 10 days (or until a pattern emerges) is recorded:

- Draw a vertical dotted line to show the end of the baseline period and
- Put a label "Baseline Period" above this section.

Now the Behavior Intervention Plan is implemented and the same measurement tools (frequency, intensity, and/or duration) are recorded for **Progress Monitoring**. The student’s progress is monitored as specified in the Behavior Intervention Plan (e.g., every 2 weeks, every week, etc.):

- Progress Monitoring Week 1 would consist of days 11 to 15.
- Put a label “Progress Monitoring Week 1” above this section
- Put a horizontal dotted line after 5 days of data
- Progress Monitoring Week 2 would consist of days 16 to 20
- Put a label “Progress Monitoring Week 2” above this section
- Put a horizontal dotted line after 5 days of data
- Continue graphing in this way throughout the implementation period

### Progress Monitoring Weeks 1 & 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>5</td>
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<tr>
<td>12</td>
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<td>19</td>
<td>3</td>
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<td>20</td>
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</table>

## Out-of-Seat Behavior

![Graph depicting Out-of-Seat Behavior](image)