

*Designing the Behavior Intervention Plan (BIP) is a collaborative process and must include the parent/caregiver(s), teacher(s), social emotional teacher (SEL), teacher assistant and all other supporting professionals*

*The BIP should be reviewed regularly*

*throughout the year*

*to document progress. All members of the educational team should sign the BIP at the beginning of its’ design and agree upon review updates.*

*Review dates are usually report card periods*

*consideration needs*

*to be given to*

*when the student should/needs to be*

*involved in the*

*PPP process*

**Prince Albert Grand Council Education**

**Behavior Intervention Plan (BIP)**

School: School Year:

1. STUDENT PROFILE:

Name:

Age: Gender: Date of Birth:

Treaty Number:

Parent/Guardian: Telephone:

Parent/Guardian: Telephone:

Grade Placement:

Additional Programming: (Example-Resource Room, Alt Ed. Program)

1. BIP COLLABORATIVE TEAM: (start of school year)

Classroom Teacher: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

SEL Teacher: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Teacher Assistant: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Principal: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Other: ( ) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Other: ( ) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

My child’s BIP has been reviewed with me by school staff and a copy of the signed BIP has been provided to me for my review if requested:

Parent/Caregiver: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

BIP Review Date:

Photo and video permission

I understand that a photograph or video of my child will assist the school in helping to develop appropriate programming and instruction for my child and my signature below indicates I give permission for my child to be photographed or videotaped for this purpose.

Parent/Caregiver Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. BIP PLANNING

Please check one of the following:

New student to the Social Emotional Program \_\_\_\_\_

Returning student to the Social Emotional Program \_\_\_\_\_

|  |  |
| --- | --- |
| **Student Strengths** | **Student Needs** |

Health/Medical Information:

|  |
| --- |
|  |

**D. Psycho-Educational/Benchmark Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Instrument** | **Results** | **Requalification Date** |
|  |  |  |  |

*Student Status*

*Identified student strengths and needs can be used to support the BIP*

*List important health/medical information*

*A list of formal (standardized measures) and/or informal assessments*

*A transfer-out form should be completed and sent into the RMO office for students who have attendance below 50% for two consecutive months.*

*A transition plan can include a summary of achieved/not achieved benchmarks and recommendations for next year’s teacher to help support the student if their enrollment in the SEL program continues.*

*The BIP should be reviewed and signed off on at the end of the school year to document progress and demonstrate agreement on future programming needs for the student.*

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E. ATTENDANCE

F. **Year End Transition Plans**

|  |
| --- |
|  |

G. BIP COLLABORATIVE TEAM: (year-end signatures)

Classroom Teacher: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

SEL Teacher: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Teacher Assistant: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Principal: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Caregiver: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Other: ( ) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Other: ( ) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Prince Albert Grand Council Education Revised BIP 2018

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|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **Days Present** | **Days Absent** | **Days in Month** |
| August |  |  |  |
| September |  |  |  |
| October |  |  |  |
| November |  |  |  |
| December |  |  |  |
| January |  |  |  |
| February |  |  |  |
| March |  |  |  |
| April |  |  |  |
| May |  |  |  |
| June |  |  |  |

**I Belong**

|  |  |  |
| --- | --- | --- |
| **Term** | | |
| **1 2 3 4** | | | | | T1 | T2 | T3 |
| **Participation** | I don’t take part in class or school activities | I take part in class or school activities only when invited | I take part in class and school activities | I actively take part in many different class and school activities |  |  |  |
| **Cooperation** | I don’t work well with others. I either take over or don’t contribute. | I sometimes work well with partners or in assigned groups. | I cooperate with most partners and groups. | I work cooperatively with everyone. |  |  |  |
| **Relationships** | I have trouble being a good friend. | I am a good friend to one or two students. | I have close friends in the class. | I have close friendships and help others to be good friends. |  |  |  |
| **Inclusion** | I won’t let other students join my group. | I will let others join the group if the teacher tells me to. | I will let others join the group if they ask nicely. | I invite others to join group activities and I make them feel welcome. |  |  |  |
| **Conflict Resolution** | I start arguments and fights | I sometimes join in arguments or fights that someone else starts | I tell others to stop arguing or fighting or I will go get help. | I help stop arguments or fights by talking and will go get help if needed. |  |  |  |

**I want to know**

|  |  |  |
| --- | --- | --- |
| **Term** | | |
| **1 2 3 4** | | | | | T1 | T2 | T3 |
| **Interest and engagement in learning** | *Reluctant Learner:*  I am not interested in learning at school. | *Inconsistent Learner:*  Sometimes I am interested in learning at school. | *Usually Active Learner:*  I am interested in learning and like to try new things. | *Consistently an Active Learner:*  I love to learn and want o know more. |  |  |  |
| **Goal setting and monitoring** | I don’t like setting goals for myself. | I will set goals for myself when I am told to. | I set my own goals that I know I can achieve. | I set challenging goals and work hard to make sure I achieve them. |  |  |  |
| **Self management** | I don’t care much about school tasks. | I sometimes prepare for class and care about how well I do the tasks. | I usually prepare for class and want to do well. | I always prepare for class and thing about how I can do better work. |  |  |  |
| **Persistence** | I usually need help to keep trying. | I sometimes need help to keep trying. | I usually try very hard to make sure my work is done well. | I always try very hard to get my work done and will try different methods. |  |  |  |

**I am responsible**

|  |  |  |
| --- | --- | --- |
| **Term** | | |
| **1 2 3 4** | | | | | T1 | T2 | T3 |
| **Accepts Responsibility** | I blame others when I haveproblems | I blame others for problems,but know I am to blame sometimes. | I accept responsibility when I am to blame. | I independently accept responsibility for won actions and create a plan for change. |  |  |  |
| **Organizational skills** | I can’t keep my belongings and schoolwork organized. | I can sometimes organize my belongings and school work. | I usually keep my belongs and schoolwork well organized | I always manage my belongings, materials and assignments well. |  |  |  |
| **Independence in learning** | I waste time, bother others, and need to be told to work. | I can sometimes keep working on my own, but others distract me | I generally use learning time well. I try to ignore distractions. | I always focus on  learning and I help others to work well. |  |  |  |

**I respect**

|  |  |  |
| --- | --- | --- |
| **Term** | | |
| **1 2 3 4** | | | | | T1 | T2 | T3 |
| **Respect for others** | I am disrespectful and speak out inappropriately | I try to be respectful. I don’t like others to challenge my ideas. | I am generally respectful. I can disagree without being angry. | I am consistently respectful. I can disagree politely and constructively. |  |  |  |
| **Consideration** | I don’t care about other students | I sometimes show consideration for others. | I often show consideration for others. | I show consideration for others and care about their feelings. |  |  |  |
| **Understanding of rules** | I don’t follow the rules and procedures | I follow some rules and procedures if I’m being watched. | I usually follow rules and procedures | I follow rules and procedures. I help to make rules if they will solve problems. |  |  |  |
| **Classroom community** | I argue with others and ignore their ideas. | I let other students decide for the group , unless I won’t’ get my way | I talk with other students about problems and hear their ideas. | I invite everyone to be heard and seek the solution that is best for all of us. |  |  |  |

|  |  |  |
| --- | --- | --- |
| Units through the year | Activities and strategies | Resources |
| All about me  My family  My community  Making friends  Controlling my anger  Doing my work  Following directions  Staying organized | Collage  Artwork  Literature books  Group discussions  Mobile  Crafts  Structured student booklets  Body breaks | Social stories 5 point scale  Zone in spark  School moves action bc resources  Transitions mad minutes  Teacher made activities time timers  Coloring books egg timers  Craft supplies puzzles  Games Lego  Play dough straw builders  Talking partners scrap book |
|  | * Games, crafts, art and discussions * Survival social skills for school success ( listening, following directions, ignoring distractions) * Interpersonal skills social skills ( sharing, asking permission, turn taking, joining an activity) * Problem solving ( asking for help, apologizing, accepting consequences) * Conflict resolution (dealing with teasing, losing, accusations, being left out and peer pressure.) |  |

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| --- | --- | --- |
| Units through the year | Activities and strategies | Resources |
|  |  |  |
|  |  |  |
|  |  |  |

**Incentives and Rewards:**



**Expected Classroom Behaviors:**



**Corrective Responses:**



**Mild Behavioral Issues:**



**Consequences:**



**Moderate Behavior Issues:**



**Consequences:**



**Major Behavioral Issues:**