

*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**

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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**

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| --- |
|  **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**

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|  **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**

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|  **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 onlearning and I help others to work well. |  |  |  |

**I respect**

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|  **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.  |  |  |  |

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| Units through the year | Activities and strategies | Resources |
| All about meMy familyMy communityMaking friendsControlling my angerDoing my workFollowing directionsStaying organized | CollageArtworkLiterature booksGroup discussionsMobileCraftsStructured student bookletsBody breaks | Social stories 5 point scaleZone in sparkSchool moves action bc resourcesTransitions mad minutesTeacher made activities time timersColoring books egg timersCraft supplies puzzlesGames LegoPlay dough straw buildersTalking 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 |
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**Incentives and Rewards:**

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**Expected Classroom Behaviors:**

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**Corrective Responses:**

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**Mild Behavioral Issues:**

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**Consequences:**

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**Moderate Behavior Issues:**

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**Consequences:**

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**Major Behavioral Issues:**

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