Simple BIP Team Collaboration Form

Use this form with one or more members of a student's team to help develop a Simple BIP in Behavior Advantage.

Student Name	DOB	Gender	Grade Level	School	School District
Shane Burton		M	11th	Seaside High	Behavior Adv

Contributors
Aaron Stabel, BCBA; Mr. Alley, Teacher; Shane Burton

Problem behavior(s) name or label:
Problem behavior(s) description in specific and observable terms: Defiant, refusing to follow instructions after multiple times asked, throwing materials and property, leaving the classroom without permission

Identify when, where, with whom, and triggers that make the problem behavior(s) more likely to occur.

Time	Activity & Location	Staff & Peers Present	Triggers & Predictors
10:00-11:30	Math Class	Mr. Alley and Peers	Task demands, asked to solve problems in front of peers,
			Skill deficit in math, repetitive challenging demands by teacher

Match Simple BIP: Prevention Strategies that 1) reduce the student's need to use problem behaviors in the above situations, 2) "set the stage" and "trigger" positive pro-social behaviors, and 3) eliminate or neutralize the effect of setting events on problem behavior(s).

Why does the team believe the student exhibits the problem behavior(s)? What type of "pay-off" is provided the student for using the problem behavior(s)?

[X] **To escape or avoid non-preferred tasks, situations, people**   [ ] **To gain access to preferred items, activities, or places**

[ ] **To get the positive or negative attention of others**   [ ] **To get or avoid sensory stimulation**

Identify new pro-social skills to teach the student. How would you like the student to communicate needs and self-manage?

More appropriate way to request the "pay-off"	How to cope if "pay-off" can't immediately be delivered
Appropriate refusal, asking for help, ask for a "pass"	Private participation options

Select Simple BIP: Teach New Skills tab to list these new skills to teach and identify strategies to describe how the team will teach, prompt, and motivate the student to practice new pro-social behaviors in target settings.

Describe the escalation cycle or behavior chain.

Consistent trigger	Initial escalation	Increased escalation	Target behaviors
Asked to participate publicly	Ignoring teacher instructions	Verbal protest, refusal	Property destruction, leaving classroom

Select Simple BIP: Response Strategies to match de-escalation, extinction, and safety strategies to positively manage student behaviors throughout the escalation cycle or behavior chain.

Next steps: Login to Behavior Advantage and develop a Simple BIP that is intended to be efficient and easy to implement. Attempt to match recommended strategies with the above team collaboration information.