



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.

ONE PROBLEM BEHAVIOR: _____ or ONE RESPONSE CLASS* _____ CONSISTING OF THE FOLLOWING BEHAVIORS: _____ _____				ALTERNATIVE/REPLACEMENT BEHAVIOR: _____ _____ _____				
*Response Class is a category of behavior which includes a list of specific behaviors which occur under similar circumstances with the same function (e.g., aggressive behavior which consists of hitting, kicking and punching).								
PLEASE RECORD THE FOLLOWING:								
□□FREQUENCY			□□DURATION		□□INTENSITY			
Activity / Period / Subject	Duration			Intensity				
	Start Time	End Time	Total Time <small>(minutes unless stated otherwise)</small>					
	__ : __	__ : __	__ : __	1	2	3	4	5
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				1	2	3	4	5
				1	2	3	4	5

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*.

Progress Monitoring	Problem Behavior(s)			Replacement Behavior
Days	Frequency [Frequency = COUNT of NUMBER of TIMES the problem behavior occurred] (Example: 2 times on Day 1)	Duration [Duration = LENGTH of TIME each behavior lasted] (Example: 10 minutes and 8 minutes on Day 1)	Intensity [Intensity = SEVERITY (1-5) of each occurrence. Five Levels defined below] (Example: Level 3 and Level 2 on Day 1)	Frequency [Frequency = COUNT of NUMBER of TIMES the replacement behavior occurred] (Example: 3 times on Day 1)
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Totals	___ = number of times this week	___ minutes	___ total	___ = number of times this week
Computation	÷ 5 (number of school days this week)	÷ total number of occurrences	÷ total number of occurrences	÷ 5 (number of school days this week)
Averages	___ = average number of times per day	___ minutes = average duration of each occurrence	___ = average intensity of each occurrence	___ = average number of times per day
Range: Low to High	Range: ___ to ___	Range: ___ to ___ min.	Range: ___ to ___	Range: ___ to ___ min.

Intensity Levels for Problem Behavior (from the FBA):	Example of Intensity Levels for Problem Behavior
1.	1 = Impacts only the student
2.	2 = Impacts neighboring peers
3.	3 = Impacts entire class
4.	4 = Impacts neighboring classes
	5. Impacts whole school/violent behavior

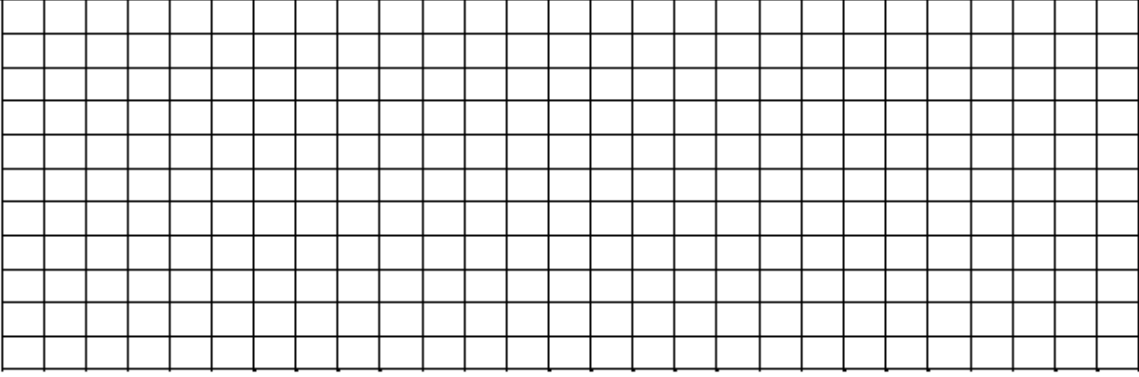
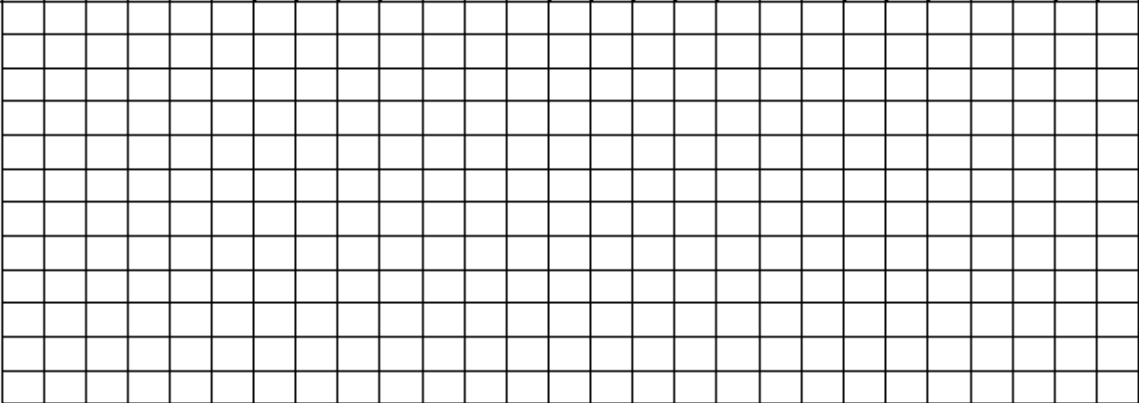
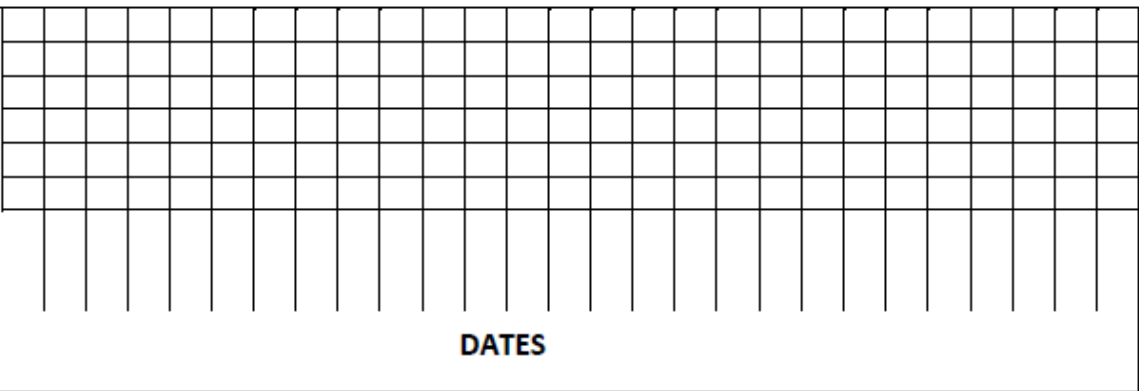
Problem Behavior: Three Graphs—Frequency, Intensity and Duration

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).

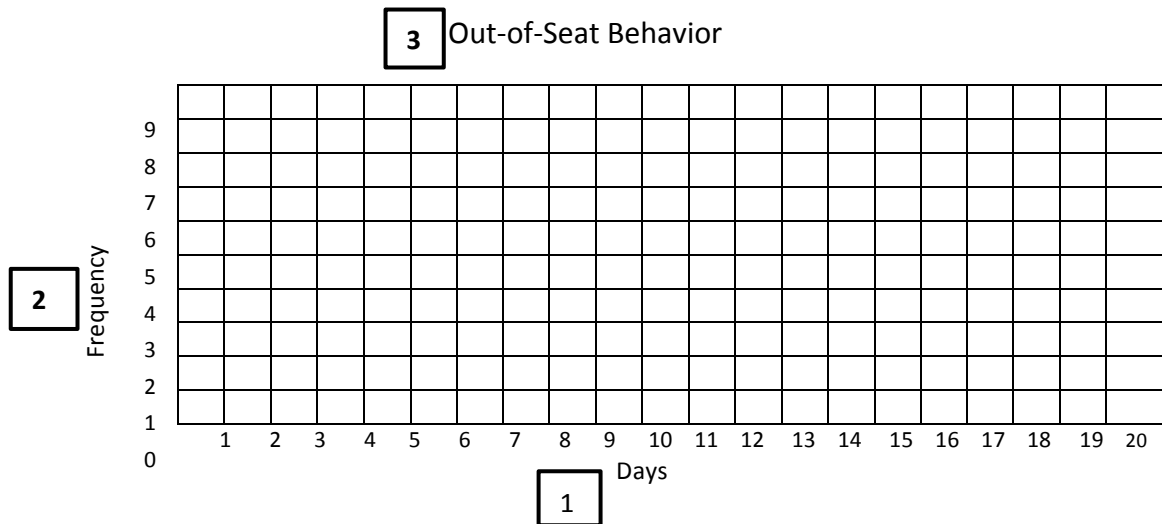
FREQUENCY	
DURATION	
INTENSITY	

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.)

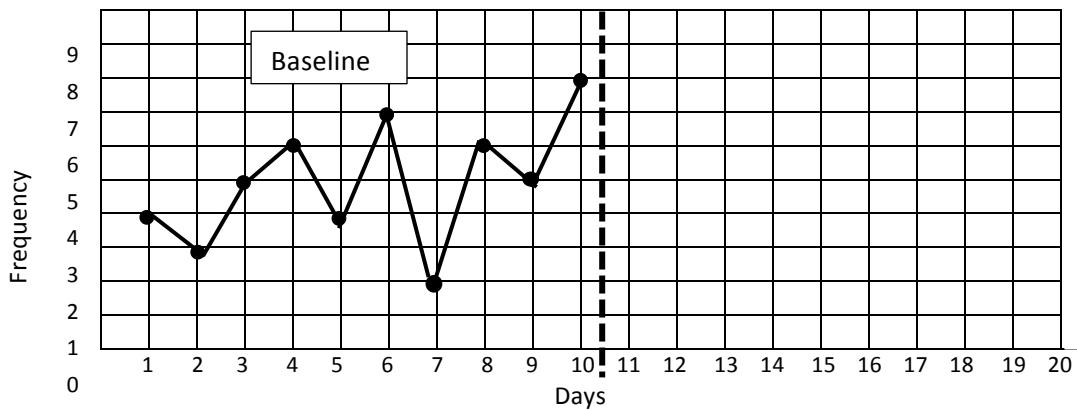


Enter information on the graph:

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.

Day	Frequency	Baseline Period
1	4	<ol style="list-style-type: none"> 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.
2	3	
3	5	
4	6	
5	4	
6	7	
7	2	
8	6	
9	5	
10	8	

Out-of-Seat Behavior



Progress Monitoring Weeks 1 & 2		Progress Monitoring After the baseline period of 10 days (or until a pattern emerges) is recorded: <ul style="list-style-type: none"> • 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 <i>Progress Monitoring</i> . The student’s progress is monitored as specified in the Behavior Intervention Plan (e.g., every 2 weeks, every week, etc.) <ul style="list-style-type: none"> • 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
Day	Frequency	
11	5	
12	6	
13	3	
14	4	
15	3	
16	5	
17	2	
18	4	
19	3	
20	2	

Out-of-Seat Behavior

