

# Behavior Intervention Plan Rubric Amended

	1	2	3	4	Score/Level
Functional Assessment Plan	There is evidence of a Behavior Intervention Plan, Data Triangulation Chart, and Functional Behavior Analysis.	A completed Behavior Intervention Plan to include Data Triangulation Chart and the Functional Behavior Analysis. The BIP, FBA, and the DTC are to be fully completed with the appropriate terminology. 3-4 grammatical errors.	A completed Behavior Intervention Plan to include Data Triangulation Chart and the Functional Behavior Analysis. The BIP, FBA, and the DTC are to be fully completed with the appropriate terminology. 1-2 grammatical errors.	A completed Behavior Intervention Plan to include Data Triangulation Chart and the Functional Behavior Analysis. The BIP, FBA, and the DTC are to be fully completed with the appropriate terminology. No grammatical errors.	
	<p><b>Standards</b>  <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>  <b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b>                      Standard 7: Instructional Planning  <b>Category:</b>                      Skills  <b>Indicator:</b>                      ICC7S4 Use functional assessments to develop intervention plans</p>				
Task Analysis	There is no Antecedent/Behavior/Consequences chart provided.	An Antecedent/Behavior/Consequences chart is included, but the chart has definite gaps.	A completed Antecedent/Behavior/Consequences Chart for the target behavior. Only the observed student's initials are used to identify him/her.	A completed Antecedent/Behavior/Consequences Chart for the target behavior. Only the observed student's initials are used to identify him/her. A clear connection can be seen from the Antecedent through to the Consequences.	
	<p><b>Standards</b>  <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>  <b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b>                      Standard 7: Instructional Planning  <b>Category:</b>                      Skills  <b>Indicator:</b>                      ICC7S5 Use task analysis</p>				
Self-	No mention of how the	Some mention of the appropriate	Explain how success of	Explain how success of	

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Enhancing Behaviors	success of the replacement behavior will be measured or no mention of when the student will know when he/she has achieved the replacement behavior.	behavior needs to be measured or some mention of how the individual student needs to know he/she has achieved the replacement behavior, but there is no complete explanation of either or both.	the appropriate behavior will be measured, or how the individual student will know when he/she has achieved the replacement behavior.	the appropriate behavior will be measured, and how the individual student will know when he/she has achieved the replacement behavior.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b> <b>Level:</b> Initial Knowledge and Skill Sets <b>Area:</b> Individualized General Education Curricula <b>Standard with Indicators:</b> Standard 7: Instructional Planning <b>Category:</b> Skills <b>Indicator:</b> ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions				
Replacement Behavior	There is no mention of a replacement behavior.	There is a mention of a replacement behavior.	Desired realistic replacement behavior for the target behavior is clearly stated.	Desired realistic replacement behavior for the target behavior is clearly stated. A reason for the replacement behavior selection is given.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b> <b>Level:</b> Initial Knowledge and Skill Sets <b>Area:</b> Individualized General Education Curricula <b>Standard with Indicators:</b> Standard 5: Learning Environments/Social Interactions <b>Category:</b> Skills <b>Indicator:</b> ICC5S2 Identify realistic expectations for personal and social behavior in various settings				
Plan to withdraw reinforcers	There is no mention of a plan to withdraw reinforcers.	A plan to remove reinforcers is mentioned.	A plan to withdraw from the reinforcers to encourage the replacement behavior is clearly stated.	A plan to withdraw from the reinforcers to encourage the replacement behavior is clearly stated. Time frames are clearly stated and a reason for the plan is clearly stated.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>				

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	<p><b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b>  Standard 5: Learning Environments/Social Interactions  <b>Category:</b>  Skills  <b>Indicator:</b>  ICC5S8 Teach self-advocacy</p>				
Strategies for promoting transition to appropriate behavior	No strategies given to teach the student to achieve the replacement behavior.	Strategies offered as to how to teach the student to achieve the desired replacement behavior.	Clearly explain how the strategies will be taught to the student to achieve the desired replacement behavior.	Clearly explain how the strategies will be taught to the student to achieve the desired replacement behavior. Include the actual strategies and timeline.	
	<p><b>Standards</b>  <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>  <b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b>  Standard 4: Instructional Strategies  <b>Category:</b>  Skills  <b>Indicator:</b>  ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs</p>				
Professional Writing	At least 80% of the written case study report uses language presented in a professional manner using professional terminology. More than 4 grammar or mechanical errors.	At least 90% of the written case study report uses language presented in a professional manner using professional terminology. 3-4 grammar or mechanical errors.	All written language used in the case study report is presented in a professional manner using professional terminology. 2-3 grammar or mechanical errors.	All written language used in the case study report is presented in a professional manner using professional terminology. No grammar or mechanical errors.	
	<p><b>Standards</b>  <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>  <b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b>  Standard 9: Professional And Ethical Practice  <b>Category:</b>  Skills  <b>Indicator:</b>  ICC9S8 Use verbal, nonverbal, and written language effectively</p>				