Illinois Behavior Intervention Checklist (iBIC)
(McConkey & Light-Shriner, 2023 update)

Instructions: For each item on the checklist, put a check ✔ in the box left of the listed item if the information provided in the BIP is present and complete for ALL (each) identified problem behavior. If the item information is unclear, vague, or incomplete, do not check the box. For more information and guidance about each section, click on the heading.

Getting Started

☐ This BIP is being developed within 60 days of the completion of the FBA.

☐ The FBA that informs this BIP was rated high quality using the iFAB checklist.

☐ The FBA is available for reference.

☐ The IEP Goal Page is available for reference.

Target Behavior

☐ A clear targeted problem behavior, operational definition of each of the targeted problem behaviors, and the designation of skill or performance deficit are identical to that in the FBA.

☐ Each behavior is addressed and numbered throughout each section of the BIP document. (Example: 1. Hitting 2. Yelling)

Student Strengths

☐ The summary of student strengths is identical to strengths identified in the FBA.

Hypothesis of Behavioral Function

☐ The hypothesis of the behavioral function statement is identical to that which was presented in the FBA for each behavior.

Previous Interventions

☐ Previous intervention(s) that were effective or had some effectiveness are provided.

☐ Previous intervention(s) that were ineffective are provided.

Replacement Behaviors

☐ A replacement behavior has been provided for each problem behavior defined.

☐ Each replacement behavior serves the same function as the problem behavior.

☐ Each replacement behavior is written as a goal statement in the BIP.

☐ This goal is copied to a goal page in the IEP with a plan for monitoring progress.

☐ A description of how the replacement skill will be taught, by whom, and when this instruction will take place is provided.

Environment

☐ Changes to the environment are described that will reduce the likelihood that the problem behavior(s) will occur in the future.

☐ Changes to the environment are linked directly to the function of behavior(s).

Instruction/Curriculum Changes/Modifications

☐ Instruction/Curriculum changes/modifications are described that will reduce the likelihood that the problem behavior(s) will occur in the future.

☐ Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).

Positive Supports

☐ Positive supports are described that will reduce the likelihood that the problem behavior(s) will occur in the future.

☐ Positive supports are linked directly to the function of behavior(s).

Motivators/Rewards

☐ Motivators/Rewards are incorporated into a reinforcement intervention that will increase the likelihood that replacement and other desired behavior(s) will occur in the future.

☐ Differential Reinforcement procedures are explicitly described (delivering reinforcement for alternative or replacement behaviors while not delivering reinforcement to the problem behavior(s).

☐ Motivators/Rewards are linked directly to the function of behavior(s).

Restrictive Disciplinary Measures/Methods

☐ Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described. (e.g., extinction only, removing privileges, office reports, in school suspensions, detention, etc.)

☐ The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.

☐ The plan includes procedures for documenting restrictive discipline measures and a timeline for evaluation.

Crisis Plan

☐ A description of behavior that indicates there is a crisis, is provided.

☐ The plan includes procedures for keeping the student and others safe.

☐ The plan explains how to remove triggers and engage in de-escalation techniques that are used in a clear step by step way.

☐ A statement describing how the crisis plan (prior to any crisis) has been reviewed and discussed with the students is provided.

☐ Roles and responsibilities are outlined for those involved in the crisis plan.

☐ Documentation procedures and methods are included.

☐ A procedure for debriefing and reintegration of the student is included.

☐ A description of how staff will be trained and monitored to implement the crisis plan is provided.

Data Collection Procedures and Methods

☐ A description of how staff will be trained to collect data is described.

☐ Ongoing data collection systems and procedures are described for monitoring the replacement behavior and each target behavior listed.

☐ Dates for checking fidelity of implementation, reviewing data, monitoring progress, and making decisions are described.

☐ Timelines and criteria to determine success are included.

Provision for Coordination with Caregivers (and other IEP team members)

☐ The schedule and frequency of communication to parents/guardians about student behavior and the effectiveness of the plan are provided.

☐ The schedule and frequency of communication to other relevant staff about student behavior and the effectiveness of the plan are provided.

☐ Roles and responsibilities are outlined for those involved in the behavior intervention plan.

☐ A description of how staff will be trained and monitored to implement the plan are provided.