

BBQuIP – Brief Behavior Questionnaire and Intervention Plan (School Version)

*This questionnaire helps teachers and related services personnel to develop a plan of action for a student's frequent behavior problems. **Part 1 asks about the student's progress in terms of Response to Intervention. Part 2 asks a series of questions that help to describe the student in positive terms, and also help us to understand why the student continues to engage in the behavior. Part 3 asks about ways to prevent the behavior from occurring. It also helps to pinpoint the skills the student needs to learn to replace the problem in the long run. The last page provides a format for a one-page plan that can be used as an overview of the positive behavior intervention plan.***

Student's Name _____ **DOB** _____ **Date** _____

Person(s) completing this form _____

Part 1 – RESPONSE TO INTERVENTION

RESPONSE TO INTERVENTION

1) What Tier I (school-wide) interventions are in place?

2) How did the student respond to Tier I interventions?

3) What Tier II interventions have been attempted in the past?

Check In- Check Out	Small group counseling	Academic Interventions – Classroom	Academic Interventions – Small Group
Other (please describe):			

4) What areas did you find most challenging? Please circle two or three.

Defining the target behavior	Determining the function of the behavior	Determining appropriate replacement behaviors	Team consensus regarding intervention
Developing an accurate intervention	Implementing the intervention	Data collection	Determining appropriate reinforcements
Other (please describe):			

5) What are the main reasons for the intervention's lack of success? Circle all that apply.

Progress Monitoring – lost data	Intervention not implemented correctly	Insufficient time allocated for intervention	Inaccurate target behavior
Poor documentation	Lack of home support	Not enough time	Student absence
Not documented on Infinite Campus	Multiple interventions occurring at once	Reinforcement was ineffective	Not implemented across multiple settings
Other (please describe):			

PART 2 – UNDERSTAND

LIKES AND DISLIKES

6) What two or three activities does this student enjoy the most?

7) What activities or situations does the student dislike?

PERSONALITY

8) How would you describe this student's personality? Circle one or two that fit best.

Loving	Happy	Affectionate	Good sense of humor
Shy	Engaging	Energetic or active	Curious
Other (please describe):			

9) Circle any negative ways that you might describe the student's personality.

Nervous	Fearful	Irritable	Difficult
Other (please describe):			

10) What situations frighten or upset this student and what does he or she do when upset?

11) What do *you* do to help the student calm down when frightened or upset?

Distract him or her	Use time out	Ignore	Give in
Remove from setting	Give a favorite toy or object	Talk it through	Varies by situation
Other (please describe):			

THE STUDENT'S COMMUNICATION AND LEARNING

12) How does the student express him/herself? Circle one or two that fit best.

Speaks in sentences	Single words	Sign language	Augmentative device
Gestures (i.e., pointing)	Picture system	Repeats what was said	Makes sounds
Uses "scripts"	Leads by hand	Makes eye contact	Varies by situation
Other (please describe):			

13) Name several new things that this student has learned recently?

BEHAVIOR

14) What behavior(s) are creating a problem for the student and you? Circle only those that apply.

Hurts others	<i>If yes, how?</i> Scratches / Pinches / Bites / Slaps / Pulls hair / Punches / Kicks		
Hurts self	<i>If yes, how?</i> Scratches / Pinches / Bites / Slaps / Pulls hair / Hits head		
Cries easily	Has temper tantrums	Takes things from others	Teases / provokes
Refuses most foods	Is a picky eater	Breaks things	Throws things
Uses "bad" language	Isolates self from others	Leaves room	Doesn't follow directions
Hits others	Calls out	Off-task	Distracts other students
Other (please describe):			

15) Select *one* behavior to be the focus of this plan. You can also name here the behavior that "bugs" you the most. _____

16) Why did you select it?

Harms him or her	Harms others	Damages property	Worries parents
Is getting worse	Interferes with learning	Is a problem at school	Problem in community
Other (please describe):			

17) On an average day, how often does this behavior occur? Please report this as a rate, by circling *one* number and *one* unit of time. For example, the answer might read "6-10 per day."

1	2	3	4	5	6-10	11-25	26-50	Per	Minute	Hour	Day	Week	Month
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How do you know this?

Progress Monitoring	Videotapes	Observation	Best guess
Other (please describe):			

18) On an average day, how much time is spent dealing with this behavior? Circle *one* number in either the minutes OR hours box, and whether the time is spent per incident, day, or week.

<5	5-15	15-30	30-60	Minutes	OR	1	1-2	2-3	3-4	4-5	>5	Hours	Per	Incident	Day	Week
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How do you know this?

Progress Monitoring	Videotapes	Observation	Best guess
Other (please describe):			

19) Is this behavior more likely to occur during any of the following times? Circle those that apply.

Arriving at school	Departure from school	During lunch	Snack time
Transitions	Specific subject	Restroom	Hallway
Large group activities	Small group activities	Independent work	Recess
Playground	Community outings	Morning/Afternoon/Evening	Su M T W Th F Sa
Other (please describe):			

20) Do any of the following seem to "trigger" this behavior? Circle two to three that apply.

Told to do something	Alone, no attention	Disappointed	Transitions
Frustrated with task	Being in a group	Told "no"	Waiting
Teased	Teacher talking to others	Toy taken away	Changes in routine
Other (please describe):			

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Student's Name _____ Person(s) completing this form _____

PART 3 – PREVENT & REPLACE

PREVENTION

23) What can you do that would make this behavior less likely to occur? We call these prevention strategies. Circle all that can be reasonably provided that relate to the behavior of concern.

Reduce or remove demand	Give extra attention	Give choice of activities	Intervene early in cycle
Divide task into small parts	Pair with a friend or sibling	Do preferred activity first	Hold on to a "comfort" toy
Give break or quiet time	Play a game	Provide tangible rewards	Take frequent walks
Shorten length of tasks	Include in an activity for two	Have student go first	Do a calming activity
Remove from non-preferred places	Have student sit or play close to teacher	Follow schedule for jobs and chores	Provide time to engage in sensory behaviors
Other (please describe):			

What can you do that will help the student be more engaged or successful? Some of these are called accommodations. Circle those that are not being done now or may need to be done better.

Follow a daily schedule	Explain transitions	Give a transition cue	Use a star chart
Provide visual schedule	Use a timer for activities	Show, rather than tell	Coordinate with parents
Other (please describe):			

24) Select *one* or *two* things to prevent the behavior from occurring. _____ / _____

REPLACEMENT

25) What specific skill does the student need to learn to make this behavior unnecessary? Circle one or two developmentally appropriate skills. Note that these are all "good things for student to do" but identify one that might *replace the problem behavior in the times and places it now occurs*.

Ask for a break	Request attention	Request preferred items	Ask for a "busy" toy
Ask for help on hard tasks	Take turns	Request activity	Keep busy while waiting
Indicate "all done"	Share	Negotiate	Make coping statements
Understand schedule	Keep a distance from others	Accept alternative item	Learn to quiet or calm self
Other (please describe):			

What general sets of skills would help make this behavior unnecessary in the long run? Circle one or two. Note that these are complex skills and will require extensive effort over time to teach.

Follow class rules	Social skills	Clarify directions	Solitary play
Understand task difficulty	Self control	Conversational skills	Cooperative play
Other (please describe):			

26) Select *one* skill to teach the student that will be the focus of this plan. _____

Why did you select it?

INSTRUCTIONAL PLAN

27) After deciding what to teach, you'll need to select a method for teaching it. What method(s) do you think would work best for the student? (The following are well-established methods for teaching replacement behaviors. You may not know about all of them, and might require further training and coaching to be able to use them with the students in your class.

	Direct instruction – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the student usually does well. Fade prompts. You may start with the student alone and then add in others.
	Social Story – Construct a story with pictures and words in which the student confronts a difficult situation and demonstrates the desired behavior, including self-reminders the student may use. The story can be read at a regularly scheduled time, as well as in preparation for situations expected to be difficult.
	“Creating teachable moments” – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement , respond always to self-initiated behaviors.
	“Planning for success” – Preview tasks or situations before they occur so that student can practice correct responses, then prompt use of the skill in a real-life setting.
	Other (please describe):

28) Who is the best person to conduct the instruction?

Teacher	Assistant Teacher	Counselor	Academic Coach
Other (please identify):			
If the student is receiving special education services, who might be able to assist you in teaching this new skill? (Note that if one of these people is going to be the instructor, teaching opportunities will be far fewer.)			
Special Educator	PT	OT	Behavior Specialist
School Psychologist	Speech Therapist	Principal	Administrator
Others (please identify):			

29) When is the best time or situation in which to teach replacement skills to the student?

30) What can you do to make sure that the skill carries over to other settings and people?

Teach with peers	Use multiple teachers	Teach in multiple settings	Use multiple examples
Other (please identify):			

MANAGING BEHAVIORAL INCIDENTS

31) Despite our best hopes and intentions, problem behaviors are still likely to occur. How will you respond to the behavior? Remember to consider the function of the behavior. That is, if the problem behavior is a way of gaining attention, try to minimize the amount of attention given. Similarly, if the behavior is a way of getting out of demands, try to return to the original demand as soon as possible.

	Ignore the behavior and redirect the student by presenting a choice of two positive alternatives
	Momentum training – Giving a series of “warm-up” requests that the student is likely to do before asking for something difficult
	Set up a reward system for intervals of time with <i>no</i> behavioral incidents. Note that feedback, should be individual, private, and regular. Intervals should be short enough that the student is successful at least 75% of the time! Unsuccessful intervals should be met with neutral feedback, such as, “Try again next time.”
	Other (please describe):

Brief Behavior Intervention Plan: Complete the following fill-in-the-blank sentences that outline a plan for the student. Note that this should be completed only after developing the **Hypothesis** section of **Part 1 – Understand**, which summarized some of the student’s personality and characteristics. The goal is to develop a profile to serve as a guide to what might happen with the student every day. We hope that even people meeting him or her for the first time will understand better how to work with the student. The plan offers some specific ways of preventing behavior problems and reacting to them if they do occur. It also highlights teaching skills that will help the student in the long run. The numbers refer to the questions and answers provided above.

BBQulP – Behavior Intervention Plan

Name _____ Date _____ Age _____

Background information on the student

Favorite activities (6): _____.

Disliked/less preferred activities (7): _____.

Personal characteristics (8): _____.
(Note: use positive words *ONLY* here; we want to emphasize good things about the student.)

Behavior when upset (10): _____.

Routine or responses that aid in calming (11): _____.

Regular mode of communication (12): _____.

Recent goals mastered (13): _____.

Hypothesis Statement

_____ engages in _____ when _____
Name Identified Problem Behavior (15) Times or Places (19)

and when _____. The typical consequence for the behavior is _____
Triggers (20)

_____. The function of the behavior is _____.
Consequence(s) (21) Function (22)

Behavior Intervention Plan

Prevention: _____ and _____,
Prevention Strategy # 1 (24) Prevention strategy # 2 (214)

have been identified as ways to make this problem behavior less likely to occur.

Replacement: _____ has been identified as a skill to increase.
Replacement Behaviors (26)

A good way to teach this would be _____.
Teaching Strategy (27)

Skills instructor(s): _____ would be good people to teach this skill.
Names and relationships (28)

A good time to teach this would be _____.
When will this occur? OR How can a teachable moment be set up? (29)

Generalization: _____ would help me to do this at other times and places.
Generalization strategies (30)

In the event of a behavioral incident problem, we will _____.
Management Strategy (31)

Commitment

Names of those who helped develop this plan
developed this plan on _____. They will review it on _____.
Date Review Date)

Name of the person responsible will see that this plan is carried out as outlined

INSTRUCTIONS

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What does the BBQuIP assess?

- **Part 1:** Response to Intervention
- **Part 2:** Information about the student, his or her behavior, and the context for the behavior (antecedents, consequences, and functions)
- **Part 3:** Applicable prevention and replacement behaviors

What is the goal?

Selected responses to items from Parts 2 and 3 are used to construct a **Behavior Intervention Plan**, which should serve to guide activities to encourage acceptable behavior.

Important Guidelines

The BBQuIP (School Version) is intended to function as a **brief** questionnaire regarding a student's behavior and what might be done as part of a planned intervention within the school setting. It does not take the place of more in-depth processes. We particularly suggest its use with students who have recently emerging behaviors. At least one person completing the BBQuIP should know the student well; we also strongly urge that parents be part of the team completing the questionnaire. In order to maximize your chances of successfully completing the BBQuIP, we suggest the following:

- **Keep to a specific time limit:** This form is intended to take about 45 minutes to complete from beginning to end *if the team works efficiently*.
- **Pace yourself:** It is difficult to place a specific time limit on any particular section, since each child and his/her needs are different. However, if you notice your team is spending several minutes on each individual question, set a goal of one minute per question and move along.
- **Not enough time:** If your team is already pressed for time once you reach the *Motivation Assessment Scale (MAS)*, skip that and come back to it at another meeting, particularly if the student is not making progress.
- **Do not get lost in detail:** Have confidence in your abilities to accurately portray this student based on previous interactions. In certain situations, it may be best to note your first thought to a question rather than taking several minutes to contemplate the "best" answer.
- **Keep the purpose in mind:** The BBQuIP (School Version) is intended to develop a working outline for a behavior intervention plan in a relatively short time frame. It is also designed to generate discussion regarding the student, likes and dislikes, previous interventions, triggers and consequences, functions, as well as prevention and replacement skills that may be best utilized to assist with the student's success.