Essential 10:
Essential Components of Behavior Intervention Plans

Quick Guide

Note to Practitioners:

This quick guide is intended for use after prior training and extensive practice with the full Essential 10 Scoring Rubric, which includes more detailed information and examples. Additionally, the full Essential 10 provides information on which components of the BIP must logically relate. You can find the full Essential 10 at www.pent.ca.gov.

Components to Evaluate	2 Points	1 Point	0 Points
1. CHALLENGING BEHAVIOR **Primary behavior(s) impeding learning.** • Challenging behavior(s) described in observable and measurable terms • It is best to limit a behavior plan to one or two distinct, separately occurring behaviors	**2 =** All identified challenging behavior(s) are operationally defined (i.e., clear, measurable, and observable).	**1 =** Some of the identified challenging behavior(s) are not observable and/or measurable.	**0 =** No challenging behavior is stated in observable and measurable terms, (e.g., the student's inner attributes are hypothesized instead of a description of behavior.)
2: FREQUENCY, INTENSITY, DURATION **Baseline information (current levels)** Best practice suggests identifying and collecting baseline data in all quantifiable relevant dimension(s): • **Frequency**: how often? • **Intensity**: impact? (depth, force, strength) • **Duration**: how long?	**2 =** At least two or more dimensions are described in detail with quantifiable, observable data for **each** challenging behavior that is included on the BIP.	**1 =** At least one dimension is described, with quantifiable, observable data, **And/or** data is identified but lacks specific detail.	**0 =** No dimensions or data is identified, unable to determine current baseline.

Components to Evaluate	2 Points	1 Point	0 Points
3. ANTECEDENT INFORMATION **What are the antecedents for the challenging behavior?** • What are the events, activities, situations that immediately precede or "trigger" a challenging behavior? • Consider environment (as described in Component #4)	**2 =** One or more situations in which **each** behavior is likely to occur are described in detail.	**1 =** One or more situations in which the behavior is likely to occur are described but **NOT** with sufficient detail.	**0 =** No antecedents of challenging behavior from any of the categories are given, **or** antecedents are from other environments & are not triggers in the current environment, **or** internal thoughts/ presence of an internal state **or** behavioral history **or** disability is described.
4: ENVIRONMENTAL FACTORS What environmental structure and supports are needed or need to be changed to reduce the challenging behavior? What is present that needs to be removed, missing that needs to be added, or what needs to be modified? **Consider:** • Physical Setting • Social Setting • Instructional Strategies • Curriculum & Activities • Scheduling factors • Degree of Independence • Degree of Participation • Social Interaction • Degree of Choice	**2 =** At least one antecedent strategy is identified, is clearly and logically related to both the antecedent and the function, and described in detail. The strategy described should clearly be preventative.	**1 =** At least one antecedent strategy is identified and logically related to the antecedent and function but does not include enough detail about the intervention procedures that would allow another person to do the intervention correctly & completely.	**0 =** No antecedent strategy is identified and/or strategy described is not directly linked to the antecedent and function **OR** Strategies not considered to be antecedent strategies are described. (e.g., teaching or response strategies instead of environmental modifications).

Components to Evaluate	2 Points	1 Point	0 Points
5. FUNCTION **"Team believes behavior occurs because…"** • **S =** Sensory • **E =** Escape • **A =** Attention • **T =** Tangible There can be multiple functions for one behavior **OR** the student may use multiple behaviors for the same function. Number behaviors, functions, antecedents, and interventions to aid in scoring. NOTE: If Function is scored 0, it is likely the FERB is also inaccurate.	**2 = All** identified behaviors have an identified function, which specifies WHY the behavior occurs in terms of what it provides for the student (utilizing *SEAT*), AND each identified function is logically related to #3, #4 and #6, AND no contaminators are present. If a plan addresses multiple challenging behaviors with multiple distinct functions, score 2 points ONLY if each function is logically related to #3, #4 and #6 for each behavior.	**1 =** All identified function(s) are specified in terms of what it provides for the student (utilizing *SEAT*) but is lacking detail **OR** not logically related to identified antecedents for behavior AND no contaminators are present**.**	**0 =** One or more identified function(s) are not specified in terms of what it provides for the student (utilizing *SEAT*), **AND/OR** contaminators are present, **AND/OR** describes disability as the function of the behavior. **Contaminators**: revenge, vengeance, control, power, or function listed as student's disability category (i.e. "student engages in behavior due to their ADHD").

Components to Evaluate	2 Points	1 Point	0 Points
6. *REPLACEMENT BEHAVIOR(S)* ***What team believes the student should do INSTEAD of the challenging behavior.*** A Functionally Equivalent Replacement Behavior (FERB): • Must serve the same function as the challenging behavior. • Is NOT the absence of the challenging behavior nor the presence of general desired behavior (e.g., "student will comply with directions") • Allows student to get desired outcome in a more adaptive and socially acceptable way. • Is something the student does (not done by staff or peer) • Is in the student's repertoire or easily shaped, and represents the beginning point for teaching desired behavior. • Is as efficient to perform as the challenging behavior. • Have good contextual fit with the setting and situation.	**Score a 2 or a 0 (no score of 1)** **2 =** Replacement Behavior (FERB) serves the same function as the challenging behavior, AND no contaminators are present. If Contaminators are present, score 0.	**1 =** A score of 1 is not applicable to this section.	**0 =** No FERB identified, only general positive behavior identified **OR** replacement behavior does not match function **OR** replacement behavior references a contaminator. If Function is scored a 0, Replacement Behavior must also score a 0. Contaminators: revenge, power control, vengeance, self-concept

Components to Evaluate	2 Points	1 Point	0 Points
7: TEACHING STRATEGIES AND MATERIALS **How will we *teach* the student to perform the FERB?** Describe: • Successive teaching steps for student to learn replacement behavior(s) including how the team will teach the FERB, in enough detail that others can pick up the plan and know what to do. • Key components (e.g., "visual supports for communication") • Materials needed • Evidence of team coordination/monitoring and staff training	**2 =** Teaching strategies for all FERB(s) which are logically related to the identified FERB(s). Must include at **least one detail about how this will be done.**	**1 =** Some teaching strategies with at least one detail are specified for one or more general positive behaviors **OR** teaching strategies with at least one detail for one, but not all, FERBs listed **AND** no evidence of team coordination **AND** no contaminators are present.	**0 =** No strategies with at least one detail are specified to teach either a FERB **OR** to teach general positive behaviors **OR** contaminators are present. Contaminators: A reactive response strategy for the challenging behavior and/or cathartic strategies for aggression (e.g., punch a pillow, not your peer)

Components to Evaluate	2 Points	1 Point	0 Points
8: REINFORCEMENT **List reinforcement procedures needed for establishing, maintaining, and generalizing FERB** Reinforcement should: • Be specific to the FERB (may also include reinforcement of general positive behavior, but only after FERB is specified) • Be logically related to the FERB, identified through assessment, survey, observation, etc., and based on student preference. • Be given contingently following desired behavior. • Match the student's ability to delay gratification. • When possible, include fading procedures to ensure that reinforcers are thinned as appropriate.	**2 =** Reinforcer for FERB is complete when described in detail specifying exactly: • What the student will earn • How reinforcer was identified • How the student can earn it • Who will deliver reinforcement during the establishing, maintaining, and generalizing phases of intervention?	**1 =** At least one reinforcement procedure for FERB is identified but does not include enough detail about the procedures that would allow another person to do the intervention correctly and completely.	**0 =** No FERB reinforcer and no positive behavior is identified or described.
9: RESPONSE TO CHALLENGING BEHAVIOR What **adults** will do during each phase of escalation cycle to ensure that challenging behavior is not maintained, and replacement behavior is learned. NOTE: • Restraint/seclusion should not be a part of a BIP. A separate safety/crisis intervention plan can be developed for this purpose. • Should not solely rely on "punishment", rather, rather, how to deescalate and support.	**2 =** Response to challenging behavior described completely with enough detail. Student behaviors and Staff Response specifies exactly: • Precursor Behaviors • Responses to Challenging Behavior • De-Escalation Strategies • Post Incident Strategies	**1 =** At least one response strategy is identified on the BIP but does not include enough detail about the procedures. **OR** all areas are identified, but no detail or description of how the interventions are implemented.	**0 =** No response strategy is described **OR** response has contaminators present. Contaminators: Cathartic strategies (e.g., prompt to punch a pillow)

Components to Evaluate	2 Points	1 Point	0 Points
10: MEASUREMENT & MONITORING **Two Elements:** *Measurement*: Specific, measurable goals to monitor the progress of student's use of the FERB and effectiveness of BIP. *Measurement*: Specific, measurable goals to monitor the progress of the student's use of the FERB and the effectiveness of the BIP. *Monitoring (*These concepts may be imbedded throughout the plan): • How will the plan be monitored? • Who will be responsible for monitoring? • How will the team ensure Two-Way Communication between all stakeholders to support implementation, when and how to provide training and coaching, communicate outside factors, troubleshoot, barriers, etc. • What strategies will support implementation (e.g., fidelity checks, performance feedback, coaching, team meetings)?	**2 =** Both are present: • Specific, measurable FERB goal targeting increase in FERB which matches identified function. • Documentation of monitoring and communication is present, is connected to implementation, and/or behavior change (e.g., increase in use of FERB, decrease in target/ challenging behavior).	**1 =** Monitoring is included, and general behavior goal that is measurable but not aligned to function. **OR** Specific, measurable FERB goal included, but no monitoring/ communication included.	**0 =** No FERB goal, Goal is not measurable, Communication is missing.