

BIP Fidelity Monitoring Form

Date: _____ Self-Assessment Observation

Behavior Plan for: Suzy (student name) Completed By: Building Principal (staff name)

Plan Components List the specific plan components to be monitored	Score 0=seldom 1=sometimes 2=consistently	Notes
<i>e.g. The staff member initiates a positive interaction with the student upon arrival to class</i>	0 1 2	<i>Teacher greeted student at the door with a high five and a smile</i>
Antecedent Strategy 1: Develop a schedule/chart indicating when independent work will be required	0 1 2	Ms. Tanner created a chart for Suzy and updates it daily with independent work expectations
Antecedent Strategy 2: Teacher will clarify expectations for independent work and provide precorrects.	0 1 2	Ms. Tanner checks in with Suzy at the beginning of independent work time to check for understanding and to provide prompts and encouragement
Teaching Strategy 1: Teach what independent work looks and sounds like	0 1 2	Ms. Tanner identifies students who are following independent work expectations and recognizes their behavior as examples – “Thank you for getting started right away and working without talking”
Teaching Strategy 2: Participate in social skills instruction	0 1 2	Ms. Tanner has a poster with the social skill focus for the week and provides feedback to Suzy about her performance
Consequence Strategy 1: When Suzy completes assigned portions of work independently she will check in with a peer about the assignment	0 1 2	Ms. Tanner reports that Suzy prefers to check in with a particular student, however that student is sometimes engaged in group work when Suzy is working independently and can’t meet with her – consider alternative?
Consequence Strategy to Address Misbehavior 1: Teach other students to ignore Suzy’s inappropriate behavior during independent work time	0 1 2	Students were successful in ignoring minor talking out, but when Suzy came over to a student’s desk, the student became distracted by conversation. Good progress!
	0 1 2	

Adapted from Horner, R. (2008), Anderson, C. (2007) from Todd, Horner, Sugai, & Colvin (1999)

