

DEVELOPMENTAL DISABILITIES ADMINISTRATION (DDA)
INTENSIVE HABILITATION SERVICES (IHS) / ENHANCED RESPITE SERVICES (ERS)
Children's Stabilization Behavior Intervention Plan

REPORT DATE
REVISION DATE

CLIENT'S NAME	AGE	DATE OF BIRTH	DDA ID NUMBER
PROGRAM NAME	AUTHOR OF REPORT	TITLE	PHONE NUMBER (WITH AREA CODE)

Description of the Person

General description related to the behavioral patterns of the child, including additional services that may continue while at IHS such as ABA, OT, WISE, mental health appointments, etc. This section should be different than the overview in the habilitation plan and give more context to behavioral challenges. If this plan is pulled from another place (BIP from school, BCBA, other provider, former FA/PBSP) that information can be referenced here.

History Pertinent to the Formation / Maintenance of Target Behavior(s)

Current Medical Conditions

Medical Condition	Behavior Implications
Is there a medical condition that directly impacts behavior?	How?

Current Psychiatric Conditions

Psychiatric Condition	Behavior Implications
Is there a mental health condition that directly impacts behavior?	How?

Significant Life Events Affecting Development of Target Behaviors

Life Event	Behavioral Impact
Trauma Informed Overview: What events are we aware of? Are there specific instances reported that would be critical to be mindful of while supporting this client?	What would be important for staff to know? Direct triggers or ties linked to trauma? How does their trauma change or impact their behavior?

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Target Behavior 1:			
Triggers		Behavior	
<ul style="list-style-type: none"> Noticeable signs of the behavior starting. Known immediate or setting based triggers. 		<ul style="list-style-type: none"> Describe what the START looks like to intervene early! What does this behavior look like? 	
Maintaining Consequence		Why this behavior works?	
<ul style="list-style-type: none"> What is currently working about this behavior? 		<ul style="list-style-type: none"> What is the function (can state it is unknown while the team gathers information). How does this behavior interfere with habilitative goals and how will we address that? 	
Summary Statement			
Staff Scripts – Instructions and Interventions for Targeted Behavior 1			
What verbal instructions are needed?			
Here is where we would write out the step-by-step instructions for how to respond to the corresponding behavior above.			
Replacement Behavior for Targeted Behavior 1			
Replacement Behavior			
Antecedents	Behavior or Skill	How will this skill or behavior address the target behavior?	
When will this behavior or skill be initiated?	What is the skill or replacement behavior to redirect them to?		

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Target Behavior 2:

Triggers	Behavior
<ul style="list-style-type: none"> Noticeable signs of the behavior starting. Known immediate or setting based triggers. 	<ul style="list-style-type: none"> Describe what the START looks like to intervene early! What does this behavior look like?

Maintaining Consequence	Why this behavior works?
<ul style="list-style-type: none"> What is currently working about this behavior? 	<ul style="list-style-type: none"> What is the function (can state it is unknown while the team gathers information). How does this behavior interfere with habilitative goals and how will we address that?

Summary Statement

Staff Scripts – Instructions and Interventions for Targeted Behavior 2

What verbal instructions are needed?

Here is where we would write out the step-by-step instructions for how to respond to the corresponding behavior above.

Replacement Behavior for Targeted Behavior 2

Replacement Behavior

Antecedents	Behavior or Skill	How will this skill or behavior address the target behavior?
When will this behavior or skill be initiated?	What is the skill or replacement behavior to redirect them to?	

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Target Behavior 3:

Triggers	Behavior
<ul style="list-style-type: none"> Noticeable signs of the behavior starting. Known immediate or setting based triggers. 	<ul style="list-style-type: none"> Describe what the START looks like to intervene early! What does this behavior look like?

Maintaining Consequence	Why this behavior works?
<ul style="list-style-type: none"> What is currently working about this behavior? 	<ul style="list-style-type: none"> What is the function (can state it is unknown while the team gathers information). How does this behavior interfere with habilitative goals and how will we address that?

Summary Statement

Staff Scripts – Instructions and Interventions for Targeted Behavior 3

What verbal instructions are needed?

Here is where we would write out the step-by-step instructions for how to respond to the corresponding behavior above.

Replacement Behavior for Targeted Behavior 3

Replacement Behavior

Antecedents	Behavior or Skill	How will this skill or behavior address the target behavior?
When will this behavior or skill be initiated?	What is the skill or replacement behavior to redirect them to?	

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Target Behavior 4:

Triggers	Behavior
<ul style="list-style-type: none"> Noticeable signs of the behavior starting. Known immediate or setting based triggers. 	<ul style="list-style-type: none"> Describe what the START looks like to intervene early! What does this behavior look like?

Maintaining Consequence	Why this behavior works?
<ul style="list-style-type: none"> What is currently working about this behavior? 	<ul style="list-style-type: none"> What is the function (can state it is unknown while the team gathers information). How does this behavior interfere with habilitative goals and how will we address that?

Summary Statement

Staff Scripts – Instructions and Interventions for Targeted Behavior 4

What verbal instructions are needed?

Here is where we would write out the step-by-step instructions for how to respond to the corresponding behavior above.

Replacement Behavior for Targeted Behavior 4

Replacement Behavior

Antecedents	Behavior or Skill	How will this skill or behavior address the target behavior?
When will this behavior or skill be initiated?	What is the skill or replacement behavior to redirect them to?	

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Target Behavior 5:

Triggers	Behavior
<ul style="list-style-type: none"> Noticeable signs of the behavior starting. Known immediate or setting based triggers. 	<ul style="list-style-type: none"> Describe what the START looks like to intervene early! What does this behavior look like?
Maintaining Consequence	Why this behavior works?
<ul style="list-style-type: none"> What is currently working about this behavior? 	<ul style="list-style-type: none"> What is the function (can state it is unknown while the team gathers information). How does this behavior interfere with habilitative goals and how will we address that?

Summary Statement

Staff Scripts – Instructions and Interventions for Targeted Behavior 5

What verbal instructions are needed?

Here is where we would write out the step-by-step instructions for how to respond to the corresponding behavior above.

Replacement Behavior for Targeted Behavior 5

Replacement Behavior		
Antecedents	Behavior or Skill	How will this skill or behavior address the target behavior?
When will this behavior or skill be initiated?	What is the skill or replacement behavior to redirect them to?	

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Restrictive Procedures			
Restrictive Procedure		Justification for use of Restrictive Procedure	
<ul style="list-style-type: none"> Are there restrictive procedures used to address target behaviors? This section could also document integrated settings modifications, such as not having a lock on the client's door. Client's PCSP must be amended to include any modifications or restrictions and justifications for these. 		Why?	
Restrictive Interventions			
Restrictive Interventions		Criteria for Disengaging Restrictive Intervention	
Are there restrictive interventions used to address target behavior?			
Data Gathering and Analysis			
<ul style="list-style-type: none"> How and where will this be documented? What is the behavior team's general plan for analysis? Clearly list data collection expectations - where, how often, etc. 			
Medication and PRNs with Behavioral Effects			
Medication Name		How and When to Administer	
<ul style="list-style-type: none"> Any psychoactive medications? What is the need, why is it prescribed? Any PRN protocols tied to behavior? 		<ul style="list-style-type: none"> Clear written instructions for staff to administer medications or PRNs within behavioral patterns. 	
AUTHOR'S SIGNATURE			DATE