

BIP Evaluation Scoring Sheet  
(Use with Scoring Rubric, Appendix V-E,  
Special Education Survival Guide)

- \_\_\_ A. Line 1.....Problem Behavior
- \_\_\_ B. Line 6 links to 7.....Interventions (ecological and instructional changes) for problem behaviors link to function
- \_\_\_ C. Line 8 links to 7.....Function relates to replacement behavior
- \_\_\_ D. Line 9 links to 8.....Teaching strategies link to replacement behaviors
- \_\_\_ E. Line 10.....Reinforcement for both absence of problem behaviors and presence of replacement behaviors
- \_\_\_ F. Line 11.....Reactive strategies
- \_\_\_ G. Line 12..... Goals and Objectives for both decreasing problem behaviors and increasing replacement behaviors
- \_\_\_ H. Lines 6, 9, 10, 11, 13.....Team coordination
- \_\_\_ I. Line 13.....Communication

A well developed plan represents best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

- Fewer than 9 points = Weak plan  
This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.
- 9 – 11 points = Underdeveloped plan  
This plan may affect some change in problem behavior but would require a number of alterations for the written play to clearly represent best practice. Consider alterations.
- 12 – 15 = Good plan  
This plan is likely to affect a change in problem behavior and elements of best practice are present.
- 16 – 18 = Superior plan  
This plan is likely to affect a change in problem behavior and represents best practice.

Adapted from Diana Browning Wright PENT Research Team

